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ABSTRACT

Intended for parents and teachers, the manual offers guidelines for developing communication skills in severely and profoundly mentally handicapped children. An introduction helps the reader determine a suitable starting point and provides a description of early communication skills; Part II describes the five stages in communication development. A third section (the bulk of the document) contains 20 groups of activities for helping children to communicate. Each activity is outlined in terms of aim, suitability, materials needed, procedure, teaching hints, recordkeeping, moving on, and less difficult activities. Part IV reviews problems (such as children who are overactive) which prevent communicating effectively. A final section contains sample record sheets for noting children's progress. (SB)

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EARLY COMMUNICATIVE SKILLS

A set of curriculum materials produced by the Department of Education, University of Glasgow

Gilbert F. MacKay
William R. Dunn

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INTRODUCTION

"Early Communicative Skills" has been written to help parents, teachers and instructors working with mentally-handicapped children who have little or no language.

In particular, "Early Communicative Skills" is a practical guide to ideas for developing skills of communication in the most severely mentally-handicapped children who attend our schools. The most advanced children covered by the scheme have just begun to put two words together. The most severely handicapped are still at the developmental level of infants in the first few weeks of life.

This manual is tne outcome of the Early Communicative Skills Project. The project was funded by the Scottish Education Department and the Mental Health Foundation, and was carried out at the Department of Education, University of Glasgow, between 1978 and 1981.

A considerable part of the first year of the project was spent visiting schools so that we could learn what teachers and instructors thought about the teaching of early communicative skills and so that ideas for teaching activities could be tried out in practice.

The product of the first year's work was a set of draft materials which contained sections on how communication develops, on activities for helping it to develop, and on teaching techniques. Between February and June 1980 these draft materials were used in pilot studies in four schools in Strathclyde Region. The object of the pilot studies was to discover if the ideas which had been included in the draft materials were in fact useful. We also required guidance on how best to present these ideas in the final version of the materials.

The reactions of the teachers and instructors to the draft materials were quite clear on a number of points. First, they wanted a lot of ideas so that they would have a wide choice of activities on which to base schemes of work for individual children. Moreover, they wanted to be able to find the most suitable ideas as quickly as possible. Finally, they wanted these ideas to be stated concisely so that less time would be spent on reading and more on teaching.

The result of the pilot study was that the draft materials were completely re-written to form this manual, "Early Communicative Skills". We believe that teachers,

instructors and parents will find it useful as a self-instructional guide to the teaching of the early skills of communication. However, we also hope that many people will have an opportunity to use it in 'workshop' courses. Workshops are often a valuable way of finding answers to problems which had no obvious solution when the reader tackled them alone. In addition, the discussion which takes place in workshops will help the reader to overcome any limitations of the written word which prevent her * from developing a fuller understanding of the early skills of communication.

* Throughout "Early Communicative Skills" adults are referred to by feminine pronouns and children by masculine pronouns.

Finding Communicative Skills to Teach

When we talk about communication we are usually thinking of spoken conversation between people. However, that kind of communication is very advanced and is a long way from the first attempts at communication that occur in earliest childhood.

Communication probably begins when the child realises that a world exists outside himself. This book deals with communication beginning at that very basic level and continuing to the level when the child can produce his own first words and combine them into two-word sentences.

Communication is a tool which lets people make sense of the world and have an effect on it. Children use communication in different ways as they grow up.

For example, children who have not yet begun to speak will communicate by the physical act of reaching out to people and objects. On the other hand, children who can speak will 'reach out' by using words to communicate, and these words will let them express a much wider range of information than they could by actions alone.

"Early Communicative Skills" uses five easily-identified stages of communication as starting points in the search for suitable teaching activities. These five stages are outlined briefly in Table 1 below. They are described in detail in the next section of the book (pages 15-25).

Stage	Description
1.	The child is profoundly mentally-handicapped. He appears to be asleep for much of the time.
2.	The child begins to take an active interest in his surroundings.
3.	The child begins to understand words and gestures. He becomes able to imitate sounds and actions.
4.	The child produces his own first words.
5.	The child uses connected speech.

Table 1. The five stages of communication covered by 'Early Communicative Skills'

Dividing communication into broad stages brings us one step nearer to finding teaching activities for individual children. The step after that is to decide on a sensible set of targets for work at each of the stages. Some of the targets which we decided upon are shown in Table 2.

Stage	Description	Targets for work
1.	The child is profoundly mentally-handicapped.	Make him aware of ... ... sights ... sounds ... taste/smell ... touch ... movement
2.	The child begins to take an active interest in his surroundings.	Develop skills of thinking such as ... ... awareness of cause and effect ... awareness of positioning ... awareness of connections Develop recognition of sounds.
3.	The child begins to understand words.	Help him to find meaning in words and other symbols. Help him to imitate actions and sounds.
4.	The child produces his own first words.	Encourage him to produce words he understands. Let him use language as a tool.
5.	The child uses connected speech.	Encourage him to produce connected speech. Extend his understanding of language and ideas. Let him use language for a wider range of purposes.

Table 2. Examples of targets for work at each of the five stages of the 'Early Communicative Skills' scheme

When the stages of development and targets for each stage have been worked out, it is not difficult to match teaching activities to the targets. Table 3 gives some examples of the kinds of activity which would suit the targets for work. Table 3 might also give you some ideas for planning teaching schemes of your own.

Perhaps we should add a word of caution. Communication is a very complex topic and it cannot really be packed into the neat boxes of Table 3. Thus, the boxes are useful as a general guide, but you should not feel restricted by them when you are planning work for the children you know. We crossed the boundaries of the five stages quite frequently when we wrote the teaching activities (found between pages 27 and 253). We hope you will do the same.

Stage	Description	Targets for work	What to do
1.	The child is profoundly mentally-handicapped. He appears to be asleep for much of the time.	Make him aware of ... ... sights ... sounds ... taste/smell ... touch ... movement	Find stimulation activities for each sense.
2.	The child begins to take an active interest in his surroundings.	Develop skills of thinking such as ... ... watching and finding ... independent action ... awareness of cause and effect ... awareness of positioning ... awareness of connections ... response to sound	Find activities which make the child ... ... reach ... find things ... watch things ... make things happen ... connect objects ... use balance and gravity ... respond to sounds (vocal, musical, environmental)
3.	The child begins to understand words and gestures. He becomes able to imitate sounds and actions.	Help him find meaning in words, and other symbols. Help him imitate actions and sounds.	Find activities which make the child ... ... copy actions ... copy sounds ... take part in make-believe play ... attend to useful words.
4.	The child produces his own first words.	Encourage him to produce words he understands. Let him use language as a tool.	Set up situations (e.g. missing words) which may foster words naturally. Avoid questions (especially those with 'yes'/'no' answers) and demands, when possible.
5.	The child uses connected speech.	Encourage him to produce connected speech. Extend his understanding of language and ideas. Let him use language for a wider range of purposes.	Find activities which make the child ... ... transmit information in a variety of ways ... broaden existing concepts

Table 3. Some examples of matching teaching activities to more general targets for work.

USING 'EARLY COMMUNICATIVE SKILLS'

No single page is the right starting-point for every user of 'Early Communicative Skills'. However, we suggest that you should consider beginning at one of the following three places if you are using the manual for the first time.

1. If you want to discover what stage of communication the child you are working with has reached, begin at p.15.

   P. 15 lists the five stages of communication which are covered by 'Early Communicative Skills'. Select the stage which seems to fit the child most closely, then read the pages which give details about that stage.

   If you have any difficulty selecting the most suitable stage, look again at the table on page 7.

   Some children may seem to suit more than one stage. If this happens, select the most useful information from each stage's set of notes.

2. If you are looking for a particular type of teaching activity, begin at p. 27.

   P. 27 lists twenty groups of activities for helping children to communicate. These activities form the largest section of the book, that is, from page 27 to 253. Whenever possible, the less difficult activities in a group appear before the harder ones.

3. If you are concerned about certain problems which prevent a child from communicating effectively, begin at p.255 .

   Page 255 lists a selection of problems which are encountered quite frequently.

You will soon discover that 'Early Communicative Skills' has a definite structure. One set of ideas is connected to several others in different parts of the manual. This structure will help you to build up a clearer picture of a child's ability and how to develop it.

Only one last point needs to be made about using the manual. Do not feel that you must follow its advice to the letter. Communication is too complex and people are too individual for any single book to have an answer to every single problem of teaching. Trust your own judgement. Adapt any activity to suit your needs. Question any opinion in the light of your experience.

WHAT? NO ASSESSMENT CHARTS?

Many sorts of assessment charts are used regularly in the schools. Some, like the P.I.P.* and the P.A.C.* are published commercially; others, like the Renfrewshire charts* are produced more informally. These charts can be useful for establishing the level at which a child is communicating; for judging if the child is making progress; and for suggesting new directions for work with the child. However, you will find no assessment charts in 'Early Communicative Skills'. There are two main reasons for this.

The first reason is that we do not want to add unnecessarily to the range of charts used in the schools just now. The work in 'Early Communicative Skills' can be related quite easily to any charts of communication which you are using already. Why create more paperwork?

The second reason is that communication is much too complex to be packaged into neat series of charted steps which are the same for all children. A really thorough assessment would be difficult to carry out and would take a long time. This time would be better spent working with the child, evaluating his needs and strengths, and discovering the circumstances in which he gives of his best.

'Early Communicative Skills' will help you to assess and teach without making use of any special charts. You will be able to assess the child's level of communication by reading ...

... What is communication at Stage 1 (2,3,4 or 5)? (between p. 16 and 25)

... How else does the child appear at Stage 1 (2,3,4 or 5)? (between p. 16 and 25)

... Confusing cases (between p. 16 and 25)

... Suitability (between p. 28 and 253)

And you will be able to plan schemes of work for children by reading ...

... Aims of work at Stage 1 (2,3,4 or 5) (between p. 16 and 25)

... Types of work at Stage 1 (2,3,4 or 5) (between p. 16 and 25)

... Moving on (between p. 16 and 25)

... Moving on (between p. 28 and 253)

... Less difficult activities (between p. 28 and 253)

Keep records of the work you carry out. Use a note-book to act as an individual diary for each child. When appropriate,

* References to these charts are provided on the next page.

use more formal record-sheets also - see pages 285 to 293 for some examples.

These diary-notes and record-sheets will become a unique source of ideas on which to base the educational treatment of individual children.

REFERENCES

P.I.P.

JEFFREE, D.M. & McCONKEY, R. (1976) P.I.P. Developmental Charts Sevenoaks: Hodder & Stoughton Educational.

P.A.C.

GUNZBURG, H.C. (1966) Progress Assessment Charts London: National Society for Mentally Handicapped Children.

Renfrewshire

BROWNING, M. & RUTHERFORD, J. (1975) Child Development Charts for use with Handicapped Children Paisley: Renfrew Division Child Guidance Service.

BEYOND TWO-WORD SENTENCES

'Early Communicative Skills' deals with the development of language up to the stage at which children are producing their first simple sentences. If you are concerned with developing children's language at and beyond the two-word stage, the materials in the following list will be a useful source of ideas for your schemes or work.

Books

JEFFREE, D.M. & McCONKEY, R. (1976) Let Me Speak London: Souvenir Press. Sections 5 and 6 of this book contain ideas for children who are able to speak.

SOMERSET EDUCATION AUTHORITY (1978) Ways and Means Houndmills: Globe Education. A very useful source of ideas and information.

VAN WITSEN, B. (1967) Perceptual Training Activities Handbook New York: Teachers College Press. A guide to verbal and nonverbal activities, covering a wide range of ability.

Packages and Kits

Developing Pre-Reading Skills, by Rachel Brake, published by Holt, Rinehart and Winston. A card-file consisting of groups of verbal and nonverbal activities, each arranged in order of difficulty.

Goal, published by Learning Development Aids (LDA). The content of 'Goal' is similar to that of Van Witsen (1967) and 'Developing Pre-Reading Skills' (above). However, equipment is provided with 'Goal', whereas it has to be 'home-made' with the other two.

Individual Learning Programmes by R.H. Nicholls and E.M. Mott, published by the National Society for Mentally Handicapped Children. Programme 3 deals with 'Auditory Discrimination and Language'.

Learning to Listen, published by LDA. A kit of equipment and activities which is very suitable for children who have some language.

Peabody Language Development Kit, distributed by Educational Evaluation Enterprises, Queen Anne House, Queen Square, Bristol, BS1 4AE. This kit is also suitable for children who have some language. It is expensive (approximately £200), but it is well planned and presented, and can be adapted readily to suit individual needs.

Portage Guide to Early Education produced by Cooperative Educational Service Agency 12, 412 East Silfer, Portage, Wisconsin 53901. A card-file which contains teaching activities for helping children acquire skills in the major areas of development, including language.

Courses

Project TASS, produced by the Faculty of Education, The Polytechnic, Queensgate, Huddersfield, HD1 3DH. This is a workshop course which is suitable for school-based in-service training. It aims to develop the teaching skills of people working with children who have just begun to speak.

EARLY COMMUNICATIVE SKILLS

The Development of Communication.

STAGES IN THE DEVELOPMENT OF COMMUNICATION

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DEVELOPMENT OF COMMUNICATION

STAGE 1

The child is profoundly mentally handicapped.

KEY IDEAS

Stage 1 children are the most handicapped group of all. They are unresponsive.

They usually have several physical handicaps as well as severe mental handicap.

WHAT IS COMMUNICATION AT STAGE 1?

The child makes no attempt to communicate.

Only rarely does the child try to feel the world round about him.

Adults try to communicate with the child by stimulating him.

HOW ELSE MAY THE CHILD APPEAR AT STAGE 1?

He may smile when people talk to him or stroke him - but this is probably a reflex act only.

He may kick or move his limbs if his position of lying is changed - this also may just be reflex.

He may suck or mouth though there is no food near him.

He may make vocal sounds for no apparent reason.

CONFUSING CASES

Extremely withdrawn children and do not want to communicate. They are unresponsive Almost every one of them will be above Stage 1.

Go to Stage 3, p. 20, at least, if you think that a child can understand words.

Go to Stage 2, p. 18, if he does not seem to understand words.

Use plenty of non-verbal activities even if you think you are never going to get him to speak. Try to organise some system or timetable into his school day. There is good advice about organisation and timetabling in 'Teaching Children with Severe Behavior /Communication Disorders' (Van Witsen, 1977).

See p.274 of the manual for some general advice.

Severely physically-handicapped children These children may seem more mentally handicapped than they really are.

Go to Stage 2 at least if you are working with a child who ...

... enjoys company
... likes or dislikes certain people
... gets excited when something pleasant is going to happen.

AIMS OF WORK AT STAGE 1

To simulate the sense of hearing (See the activities on p.28-42)
To stimulate the sense of vision (See the activities on p.43-50)
To stimulate the sense of touch (See the activities on p.51-58)
To stimulate the sense of movement (See the activities on p.59-68)
To stimulate the senses of taste and smell (See the activities on p.69-78)
To discover any areas of thinking or experience which can be developed more directly at Stage 2 level (See the activities on p.79-152)

TYPES OF WORK

Activities which stimulate all the senses.

MOVING ON

Move on to Stage 2 if ...

... the child responds deliberately or purposefully when you stimulate him

... the child is taking an interest in his surroundings

... the child recognises familiar people.

REFERENCE

VAN WITSEN, B. (1977) Teaching Children with Severe Behavior/Communication Disorders New York: Teachers College Press. ISBN 0-8077-2465-3

DEVELOPMENT OF COMMUNICATION

STAGE 2

The child begins to take an active interest in his surroundings.

KEY IDEAS

The child finds out that he can influence people and manipulate objects.

He does not understand language.

WHAT IS COMMUNICATION AT STAGE 2?

Enjoyment of people's company.

Recognition of familiar people.

Attracting attention by use of the voice (though no words are used).

Reaching out towards people to attract attention.

HOW ELSE DOES THE CHILD APPEAR AT STAGE 2?

He is mobile

He follows moving objects with his gaze (if he can see)

He reaches out for things

He recognises familiar people

He takes an interest in his surroundings

He examines objects

He turns towards unexpected sounds

He seems to recognise certain sounds, perhaps a voice or a special toy or a particular kind of music.

He plays by hitting, patting or shaking objects.

CONFUSING CASES

Extremely withdrawn children They are unresponsive and do not want to communicate (so it seems). Go to Stage 3, at least, if you think that a child can understand words. Use plenty of non-verbal activities, and try to introduce some system or timetable into the child's school day.

There is good advice about organisation and timetabling in 'Teaching Children with Severe Behavior /Communication Disorders' (Van Witsen, 1977).

The most profoundly handicapped children Some of these children look more advanced than they really are. They may smile if talked to, or if they are stroked. They may appear to explore toys or the surfaces that they are lying on. If Stage 2 work turns out to be unsuccessful, maybe it is because the children's behaviour is only reflex activity. Try Stage 1 instead. See p. 16.

AIMS OF WORK AT STAGE 2

To increase awareness of sounds
To increase powers of thinking
To develop relationships with other people.

TYPES OF WORK AT STAGE 2

Recognition and understanding of sounds	(See the activities on p143-156)
Watching and finding things	(See the activities on p79-88)
Purposeful behaviour	(See the activities on p111-122)
Making things happen	(See the activities on p123-132)
The positioning of objects	(See the activities on p133-142)
Handling objects	(See the activities on p89-110)
Imitation of actions and sounds	(See the activities on p137-170)

MOVING ON

Move on to Stage 3 work if ...

... the child frequently calls for your attention by using his voice or by tugging at your clothes

... the work suggested for Stage 2 seems too easy

... the child understands some simple words - but make sure that he is following the words and not gestures or pointing or changes in your tone of voice

... the child has copied actions or vocal sounds from another child or an adult

... the child takes part in make-believe play.

REFERENCE

VAN WITSEN, B. (1977) Teaching Children with Severe Behavior /Communication Disorders. New York: Teachers College Press. ISBN 0-8077-2465-3

DEVELOPMENT OF COMMUNICATION

STAGE 3

The child begins to understand words and gestures.

KEY IDEAS

Understanding of adult language appears.

The child's own speech is not used yet, but he sometimes imitates the speech of other people.

WHAT IS COMMUNICATION AT STAGE 3?

The child recognises meaning in the words and gestures of other people.

The child's play shows that he has been watching and listening to other people.

HOW ELSE MAY THE CHILD APPEAR AT STAGE 3?

He looks round or stops what he is doing when he hears his name mentioned.

He gets excited, or shows some other sign of recognition, when a familiar word is spoken.

He waves 'bye-bye' in imitation of an adult waving it.

He tries to join in 'pat-a-cake' or 'round and round the garden'.

CONFUSING CASES

Echolalic children These children imitate speech, so they may be at Stage 3. They may also be beyond it. Make a word record (See p.288 for details). If any real speech appears, go to Stage 4 or Stage 5. For some advice on dealing with echolalia, see p. 282.

Children who appear to understand more language than they really do. This happens when they are really responding to the rise and fall of the adult's speech. They also take a lot of meaning from the body-movements and mime which most people use unconsciously. Body-movement, mime and the rise and fall of speech are all important types of real communication. However, they can draw attention away from speech. Go to Stage 2 activities for developing listening if the child does not cope with the comprehension activities of Stage 3.

Children who speak, but only rarely They may be silent because of a physical handicap. Check with the speech therapist, audiologist and school doctor.

If there is a physical problem, a non-verbal system of language is worth trying (p. 249-253). If there

is no obvious physical problem, go to Stage 4 and experiment with the suggestions there. If they are too hard, return to Stage 3. Ask the psychologist about habit, learning and/or emotional disorders. See p. 270-277.

AIMS OF WORK AT STAGE 3

To enable the child to understand words
To encourage the child to imitate actions and vocal sounds of his own accord
To build up the range of vocal sounds which the child will produce.

TYPES OF WORK AT STAGE 3

Bringing words to the child's notice	(See the activities on p 179-191)
Early make-believe	(See the activities on p 171-174)
Imitation of actions (visible)	(See the activities on p 159
Imitation of actions (invisible)	(See the activities on p 161-5)
Imitation of simple play	(See the activities on p 157)
Production of a range of sounds	(See the activities on p 166-170)

MOVING ON

Move on to Stage 4 if ...

- ... the child produces the occasional word of his own accord
- ... the child understands quite a lot of speech without pointing and mime
- ... the child imitates a range of vocal sounds such as animal noises, vehicle noises and, possibly, words
- ... the child uses a range of vocal sounds during free play.

DEVELOPMENT OF COMMUNICATION

STAGE 4

The child produces his own first words.

KEY IDEAS

The child makes specific sounds or hand-signs which carry specific meaning.

WHAT IS COMMUNICATION AT STAGE 4?

The child makes himself understood by means of words, hand-signs or (perhaps) pointing at pictures or line-drawings.

These first words may not be the same as correct adult words (see p. 270).

The words show that the child ...

- ... can identify objects and people
- ... is aware of objects and actions
- ... notices differences in objects, people and actions
- ... can build relationships with people.

He can follow simple directions such as 'Wave bye-bye'.

He will point to some objects or people when asked to.

He will listen to short stories about a picture or toy.

CONFUSING CASES

Children who seem to understand a lot of language but do not speak Discover if they are really responding to the rise and fall of adult speech and not to the words. Discover if they are really responding to pointing or mime. If either of these is the case, try activities for Stage 3.

Discover if there is any physical barrier to speech. The school doctor, the speech therapist and/or the audiologist will advise you. If there is a physical problem, a non-verbal system of communication is worth considering (see p249-253)If there is no physical problem, persevere at Stage 4 or even try some of the comprehension exercises of Stage 5. If this is too hard, return to Stage 3.

Ask the psychologist for advice on habit, learning and/or emotional disorders. See p.270-277 also.

Children who have spoken just the occasional word Only Stage 4 work is suitable. So is some of the Stage 3 work on comprehension.

Children who make up their own words Stage 4 work is suitable if their own words can usually be understood.

Children who use correct adult words, but not with the usual adult meaning Many adults do this too. Stage 4 work is suitable.

Children who produce two-word utterances (e.g. "my dog" which do not sound like proper two-word sentences, (e.g. "kick ball") See p.272. Stage 5 work may be suitable, but change to Stage 4 if it is too difficult.

Echolalic children Make a word record; see p 288 for details). Stage 5 is suitable if real connected speech appears. Stay at Stage 4 if the only real speech being used comes as single words. Stage 3 may be high enough for comprehension exercises if no real speech is used. To deal with echolalia, see p.282.

AIMS OF WORK AT STAGE 4

To draw out spoken (or signed) words during teaching.
To encourage spontaneous use of words.
To extend the child's comprehension of words.

TYPES OF WORK AT STAGE 4

Encourage the child to use speech	(See the activities on p198-201)
Language acting as a tool	(See the activities on p202-219)
Understanding words which belong within certain useful categories	(See the activities on p220-225)

MOVING ON

Move on to Stage 5 if ...

... the child uses connected speech frequently

... the child can use a lot (20 to 50) of single words

... the comprehension exercises of Stage 4 are too easy.

DEVELOPMENT OF COMMUNICATION

STAGE 5

The child uses connected speech.

KEY IDEA

The child combines words to make his meaning more clear.

WHAT IS COMMUNICATION AT STAGE 5?

Speech is used to control other people, to give information, and to work things out.

The meanings of many new words are learned.

Older words are learned more thoroughly.

HOW ELSE MAY THE CHILD APPEAR AT STAGE 5?

He can follow more complicated commands than those at Stage 4 (e.g. he can follow "Bring an apple", or "Get your gloves".)

He can imitate new words easily.

He uses language (perhaps just single words) to ask for things he wants

He recognises some objects and people in pictures and photographs

He enjoys pretend play (e.g., putting a doll to bed, feeding a Teddy bear)

He 'helps' an adult to get him dressed.

CONFUSING CASES

Echolalic children Make a word record (See p. 288 for details). Go to Stage 4 if the only real speech (that is, speech which is used for a purpose) is the occasional single word. Stay at Stage 5 if you record a lot of single words or even connected speech being used. If no real speech is being used, Stage 3 may make sense. For advice on dealing with echolalia, see p. 282.

Children who produce two-word utterances (e.g. 'my dog') which do not sound like proper two-word sentences (e.g. 'kick ball) Stage 5 work may be suitable, but change to Stage 4 if it is too difficult.

Children who seem to understand a lot of language but do not speak. Discover if they are really responding to the rise and fall of adult speech and not to the actual words. Discover if they are responding to pointing or mime. If either of these is the case, you may have to look at the work for Stage 3.

Discover if there is any physical reason why the child does not speak. The school doctor, speech therapist or audiologist will advise you. Consider using a non-verbal system of language (see p 249-253) if

there is a physical problem.

If there is no physical problem, persevere with the exercises of Stage 4 and Stage 5. Ask the psychologist about habit, learning and/or emotional disorders. See p. 270-277, also.

AIMS OF WORK AT STAGE 5

To draw out connected speech during teaching
To encourage spontaneous use of connected speech
To extend the child's comprehension of words and concepts.

TYPES OF WORK AT STAGE 5

Drawing out connected speech by formal teaching	(see the activities on p235-239)
Drawing out connected speech by informal teaching	(see the activities on p240-242)
Developing the uses to which speech is put	(See the activities on p243-248)
Increasing understanding of the complexity of language	(See the activities on p220-228)
Increasing understanding of simple concepts	(See the activities on p229-234)

MOVING ON

Move on from Stage 5 if ...

... the child uses connected speech as often as he uses single words

... the most advanced comprehension exercises in this manual are too easy.

See the Introduction. p. 13,for sources of ideas for work in communication beyond Stage 5.

EARLY COMMUNICATIVE SKILLS

Activities for Developing Communication

ACTIVITIES FOR DEVELOPING COMMUNICATION

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ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's hearing and vision. Dangling toys.

AIM

To let the child experience a range of sounds.
To encourage the child to produce sounds by touching objects.

SUITABILITY

The activity is suitable for ...

... the most profoundly handicapped children

... children who are blind

... children who are at Stage 1 (p. 16) of our scheme for the development of communication.

MATERIALS

Small toys which can be suspended on strings and which will sound easily when touched or struck.

Commercially-produced rattles and bells.

Home-made items such as plastic containers holding some dried peas, rice or barley.

A cross-bar for attaching the suspending strings. A broom-handle can be laid across the sides of a cot. Small 'goal-posts' will be needed for children lying on the floor or in wheelchairs.

Instead of cross bar/goalposts - attach suspending strings to hooks in the ceiling, or attach two corners of a net to the ceiling and the other two to a wall. Tie strings for the toys to any part of the net.

PROCEDURE

(a) With the most profoundly handicapped children, you will have to make the toys sound. Short spells of five minutes will be sufficient.

(b) If the child can move his limbs, hang the toys where he has the best chance of striking them accidentally.

(c) Also try attaching an elastic cord from the toy to the child's wrist or ankle so that he is likely to produce a sound if he moves.

TEACHING HINTS

1. Five to ten minutes will be long enough to spend on this activity at any one time.

2. Don't let 'accidental activities' such as (b) and (c) above, take the place of the real one-to-one work in (a).

3. Are there any sounds or movements in the room which may be distracting the child's attention? Try to cut them out when you want to keep the child's attention directed at one particular activity.

4. If possible, put away the toys when they are not in use. The child may notice them less and less if they are near him all the time.

RECORD-KEEPING

Use a diary to keep note of any interesting reactions.

MOVING ON

Move on if the child ...

... is clearly interested in what is going on (he may smile, gurgle, move about or turn towards you)

... seems to be reaching for the dangling toys

... seems to be trying deliberately to make the dangling toys sound.

Look at activities for developing recognition of sounds (p. 143-156). Look also at the activities which appear between pages 79 and 142. Pages 79, 89, 111, 123 or 133 would be good starting points.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 31 and 78.

Mildred Stevens' book (p. 262-3), 'Let Me Speak' and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M. and McCONKEY, R. (1976) Let Me Speak London: Souvenir Press.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's hearing. Percussion and other simple instruments.

AIM

To let the child hear a wide range of sounds.

SUITABILITY

The activity is suitable for ...

... the most profoundly handicapped children

... children who are at Stage 1 (p. 16) of our scheme for the development of communication.

MATERIALS

Commercially-produced sounding toys: bells, rattles, cymbals, tambourines, drums, whistles.

Home-made toys: plastic containers or cocoa tins holding some barley, rice, dried peas, gravel or a marble, empty tins (to be used as drums).

PROCEDURE

Produce the sounds in as many ways as possible - loudly or quietly, drawn-out or short, randomly or rhythmically, raspingly or smoothly. Pitch and tone-quality will vary from one instrument to the next.

Five minutes at a time will be long enough for this activity.

TEACHING HINTS

1. Talk to, and smile at the child, especially if he responds in any way.

2. Are there any sounds or movements in the room which may distract the child?

3. Does the child have any special likes or dislikes among the sounds you are making?

RECORD-KEEPING

Use a diary to keep note of any interesting reactions.

MOVING ON

Move on if the child reaches out for any of your sound-making toys, becomes excited, or shows interest in what you are doing.

Look at the activities which appear between pages 79 and 142. Pages 7 , 89, 111, 123 or 133 would be good starting points.

Look also at activities for developing recognition of sounds (p. 143-156).

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3), 'Let Me Speak' and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M. and McCONKEY, R. (1976) Let Me Speak London: Souvenir Press.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's hearing. Live music.

AIM

To let the child hear a wide range of sounds.

SUITABILITY

The activity is suitable for ...

... the most profoundly handicapped children. Also suitable for any other children, as a recreational activity

... children from the level of Stage 1 (p. 16) of our scheme for the development of communication.

MATERIALS

Any musical instrument.

PROCEDURE

If you can play a musical instrument, or even make it sound, let the child hear it occasionally.

TEACHING HINTS

1. Five to ten minutes at a time is long enough for this activity.

2. Note any response the child makes when you play.

3. Note any responses the child makes when you stop.

4. Are there any sounds or movements in the room which may distract his attention? Try to cut them out when you want him to pay attention to certain specific sounds.

RECORD-KEEPING

Use a diary to keep note of any interesting reactions.

MOVING ON

Move on to activities for developing recognition of sounds (p 143-156), if the child responds noticeably when you play.

Look at the activities between pages 79 and 142 if the child reaches to touch the instrument. The activities on

pages 7 , 89, 111, 123 or 133 would be good starting points.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3), 'Let Me Speak' and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M. and McCONKEY, R. (1976) Let Me Speak London: Souvenir Press.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's hearing. Nursery rhymes and songs.

AIM

To draw the child's attention to the sounds of language.

SUITABILITY

The activity is suitable for ...

... the most profoundly handicapped children

... children who are at Stage 1 (p. 16) of our scheme for the development of communication.

MATERIALS

None, or any book of well-known nursery rhymes (e.g. the Ladybird series).

PROCEDURE

Hold the child in your arms, or sit or kneel near him. Speak, read or sing, taking any opportunity to emphasise rhythm, or changes in the tone of your voice.

Some children may be able to look at the book (if you are reading), but they will not pick out any details in the pictures. Therefore, do not spend time trying to direct the child's attention to the pictures unless you have a particularly good reason.

TEACHING HINTS

1. Profoundly mentally-handicapped children will not be able to supply words that you deliberately miss out at the end of lines. This comes much later (see p. 200).

2. Five to ten minutes at a time is long enough for this activity.

3. Talk to, and smile at the child, especially if he responds in any way.

4. Are there any sounds or movements in the room which will distract his attention?

5. Note any rhymes or songs which the child responds to strongly.

RECORD-KEEPING

Use a diary or day-sheet to keep note of any interesting reactions.

MOVING ON

Move on to activities for developing recognition of sounds (p 143-156) if the child shows any interest or excitement when you are talking or singing.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3), 'Let Me Speak' and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M. and McCONKEY, R. (1976) Let Me Speak London: Souvenir Press.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's hearing. Background musical sounds.

AIM

To let the child hear a wide range of sounds, without any direct supervision by an adult.

SUITABILITY

The activity is suitable for ...

... the most profoundly handicapped children

... children who are at Stage 1 (p. 16) of our scheme for the development of communication.

MATERIALS

Recorded music (gramophone or tape recorder), clockwork musical toys, bells activated by wind or heat.

PROCEDURE

Note if the child's attention is caught by any particular type of music. Ask his parents if you are not sure.

Tape-record perhaps a dozen different kinds of music and play them to the child. Are there any interesting effects? Does he respond differently to different types of music?

Candle-powered musical mobiles appear at Christmas-time. It is also possible to obtain Japanese bells and bamboo mobiles which make sounds if they hang in a current of air.

Musical tones like these can be played to the child without any close supervision by an adult.

TEACHING HINTS

1. Don't let these sounds and music play continuously. If they do, the child may stop noticing them and the staff may be irritated by them.

2. Are there any unwanted background sounds which may distract the child's attention? Try to cut them out when you want him to pay attention to certain specific sounds.

RECORD-KEEPING

Use a diary to keep note of any interesting reactions.

MOVING ON

Move on to activities for developing recognition of sounds (p 143-156), if the child shows interest or excitement when the sounds are being produced.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3), 'Let Me Speak' and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M. and McCONKEY, R. (1976) Let Me Speak London: Souvenir Press.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London : Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's senses of hearing and touch.
Finger rhymes.

AIM

To stimulate the child's sense of touch.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly handicapped children
- ... less handicapped children who have begun to explore the world
- ... children at Stages 1 and 2 (p. 16-19) of our scheme for the development of communication.

MATERIALS

None, or the 'Ladybird Book of Finger Rhymes'
(ISBN 0 7214 0422 7).

PROCEDURE

Seat the child on your knee, or sit down beside him.

Read or recite to him any finger rhymes that you choose, going through the actions on his hands or body.

Let your voice vary in pitch, rhythm and intensity to make the sound of the activity interesting.

TEACHING HINTS

1. Five to ten minutes of this activity will be sufficient at any one time.

2. Note if the child responds strongly to any particular rhyme or activity.

3. The most profoundly handicapped children will not show any signs of anticipation just before an interesting part of the rhyme is spoken. A child who shrugs away or giggles before he is tickled is showing anticipation and understanding. Make a note when you see it.

RECORD-KEEPING

Use a diary to keep note of any interesting reactions.

MOVING ON

Move on to some of the easier activities between pages 79 and 142 if the child anticipates the exciting parts of a nursery rhyme. The activities on pages 79, 89, 111, 123 and 133 could be good starting points.

Look also at the most simple activities for developing recognition of sounds (p. 143-156).

Continue to use finger rhymes as an activity - many children who can speak find it entertaining, and may overcome shyness to take part in it.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's hearing and movement.
Sounds from leg movement.

AIM

To let the child hear a range of sound
To make the child aware that his legs exist
To encourage deliberate movement of his legs.

SUITABILITY

The activity is suitable for ...

... the most profoundly handicapped children

... children who are at Stage 1 (p. 16) of our scheme for the development of communication.

MATERIALS

Sheets of brown paper, cellophane wrapping, or any other flexible, noisy material.

PROCEDURE

CHECK WITH A PHYSIOTHERAPIST, NURSE OR DOCTOR, THAT THIS ACTIVITY IS SAFE FOR THE CHILD.

Spread a sheet of paper under the child's feet on the cot or mattress. Gently drop one or both feet onto the paper so that it sounds.

Alternatively, hold his ankles and gently drum his feet and legs against the paper.

TEACHING HINTS

1. Five minutes at a time is long enough for this activity.

2. Talk to, and smile at the child, especially if he responds in any way.

3. Are there any sounds or movements in the room which may distract the child?

4. You may decide to leave the paper in position when the child is lying unattended. This may encourage the child to move. However, it may also cause him to lose interest in it and you would then have to look around for some new, more interesting surface.

RECORD-KEEPING

Use a diary to keep note of any interesting reactions.

MOVING ON

Move on if the child seems to be moving his legs deliberately or if he is clearly interested in what is going on.

Look at the activities which appear between pages 79 and 142. Pages 79, 89, 111, 123 and 133 would be good starting points. Look also at activities for developing recognition of sounds (p. 143- 156).

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3), 'Let Me Speak' and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M. and McCONKEY, R. (1976) Let Me Speak London: Souvenir Press.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's vision. Showing him a variety of toys and household objects.

AIM

To encourage focussing on objects.
Later, to encourage inspection of them.

SUITABILITY

The activity is suitable for ...

... the most profoundly mentally-handicapped children

... children who are Stage 1 (p. 16) of our scheme for the development of communication.

The activity is not suitable for ...

... children who are blind.

MATERIALS

Many toys or household objects. The size will depend on how you intend to use them.

PROCEDURE

A. Sit with the child on your knee, or face him in his cot or wheelchair or mattress.

Try to direct the child's attention to the object by bringing it into his line of vision, or by moving his head so that his gaze is directed at it. Guide his hands over the object, if possible.

B. Place medium-size objects such as spoons, dolls, or squeezy toys in the child's hands. Guide his hands around the object to discover any interesting properties such as sound or texture.

TEACHING HINTS

1. Ten minutes of this activity at a time should be sufficient.

2. Note if the child responds markedly to any particular object.

3. Don't leave the child lying with an object in his hands for a long time. This may make him lose any interest he ever had in it.

4. Are there any distracting sounds or movements in the room? Try to cut them out when you want to keep the child's attention on one specific activity.

5. Talk to the child as you work with him to direct his attention, to keep up his interest, and to encourage voluntary action.

RECORD-KEEPING

Use a diary or day-sheet (p.286) to keep note of any interesting reactions.

MOVING ON

Move on to the activities between p. 79 and 110 if the child moves his hands around an object or seems to be examining it.

Move to the activities between pages 111 and 142 if he moves his hand or his gaze towards an object which has fallen or is out of reach.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's vision. Displays of movement.

AIM

To catch the child's attention
To encourage the development of eye movement.

SUITABILITY

The activity is suitable for ...

... the most profoundly mentally-handicapped children

... children who are at Stage 1 (p.16) of our scheme for the development of communication.

The activity is not suitable for ...

... children who are blind.

MATERIALS

Mobiles, either home-made or commercially-produced.
Any toys which can be made to swing
Mechanical and roll-along toys
Paper darts and gliders
A torch (its beam can be played on the ceiling)
Disco strobe-lighting or revolving lights
Wax-filled lamp.

PROCEDURE

Set any of these objects in motion
Make sure that they are in the child's line of vision, and, if necessary, guide his head (with your hands) to the best possible position.

If the child does look at an object, gradually move it away from his gaze to see if he will follow it.

TEACHING HINTS

1. Five to ten minutes of this activity at a time will be sufficient.

2. Are there any distracting sounds or movements in the room? Try to cut them out when you want the child's attention to be concentrated on one specific activity.

3. The child may not be able to follow much movement with his eyes. Do not rush to produce very noticeable eye-movement or head-movement to keep track of an object.

4. Note if the child responds markedly to any particular object.

5. Talk to the child to direct his attention, keep up his interest, and encourage any voluntary action.

RECORD-KEEPING

Use a diary or day-sheet (p.286) to keep note of any interesting reactions.

MOVING ON

Move on to the activities between pages 79 and 88 if you see the child beginning to track movement with his eyes.

Move on to the activities between pages 111 and 122 if you see the child reaching out to touch the object.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCE

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's vision. Real-life displays.

AIM

To catch the child's attention at times when staff are not working with him.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children who can see
- ... less handicapped children who are unable to move about to keep themselves amused
- ... children who are at Stages 1 and 2 of our scheme for the development of communication.

MATERIALS

Aquarium

Window-seat (or mattress) with a view over the playground, so that other children can be seen moving around

School animals in a pen.

PROCEDURE

Lay or seat the child once or twice a day in a position where he has a good chance of seeing what is happening in one or other of the displays mentioned above.

TEACHING HINTS

1. Background music is not noticed when we get too much of it. So is background visual stimulation. Do not let this activity take the place of all other work, unless the child is ill.

2. Alter seating position, direction of gaze or the position of anything else which prevents the child from having a clear view of what you want him to see.

3. Encourage any interest the child shows in what is going on.

4. Note if the child responds strongly to anything that he sees or hears.

RECORD-KEEPING

Make occasional notes in the child's diary.

MOVING ON

Move on to the activities between p. 79 and 88 if the child's gaze follows what is happening.

Move on to the activities between p. 79 and 88 if he tries to reach for anything.

Look also at activities for developing recognition of sounds - they begin on p. 143.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's vision. The display wedge.

AIM

To catch the child's attention, to encourage the development of eye-movement, and to encourage focussing on objects on which the child has to look down.

SUITABILITY

The activity is suitable for ...

- ... profoundly mentally-handicapped children who can see
- ... children who are at Stages 1 and 2 (p.16 -19) of our scheme for the development of communication.

MATERIALS

Display wedge - details are provided in 'Let Me Play' p. 63

Movable toys (balls, cars, small animals-on-wheels).

PROCEDURE

CHECK WITH A PARENT, DOCTOR, NURSE OR PHYSIOTHERAPIST THAT IT IS SAFE FOR THE CHILD TO LIE ON HIS TUMMY.

Lay the child face-down on the wedge.
Decide on a comfortable position for his arms, and check that his view of the floor is not blocked.

Play with the moving toys within his line of vision. Talk to him and make animal (or vehicle) noises to catch his attention.

Note if he responds strongly to any of the sounds you are making. Tongue-clucking to imitate a horse's hooves is a good example.

Move the child's head to direct his attention, if necessary.

TEACHING HINTS

1. Ten minutes of this activity at a time will be enough. Make it shorter if the child shows signs of discomfort or distress.

2. Does he respond to any toys or sounds especially

strongly? If so, keep these toys 'special' by using them just for teaching purposes or as rewards for extra effort.

3. Are there any distracting sounds or movements in the room? Try to cut out as many of these as possible from the child's attention.

4. The child may not be able to follow much movement with his eyes. Do not rush to produce very noticeable eye-movements or head-movements to keep track of an object.

5. Show the child that he can reach for objects, but do not rush this.

6. Encourage any voluntary efforts by the child.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on to the activities between pages 78 and 88 if the child follows moving objects with his eyes.

Move on to the activities between pages 111 and 122 if the child appears to be reaching for any object.

Move on to activities for developing recognition of sounds (p143-156) if the child seems to be interested in any sounds you make.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of touch. Differences in texture.

AIM

To develop awareness of a variety of textures.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly handicapped children
- ... children who are at Stage 1 (p. 16) of our scheme for the development of communication.

MATERIALS

Hard things:	spoons, building bricks, empty cocoa tins.
Objects with 'give':	plastic cups, rubber balls, sponges.
Spiky objects:	hairbrushes, toothbrushes, combs.
Rough surfaces:	a variety of pot scourers, sandpaper.
Soft things:	cotton-wool, flannel, paintbrushes.
Pliable things:	crinkly paper from boxes of biscuits and chocolates, play-dough, (the home-make kind which feels like putty).

PROCEDURE

Choose a variety of different textures, using the above list as a guide. Place the objects, one at a time, between the child's hands and press them together.

Sometimes (e.g. with sandpaper) it will be better to draw the child's hand across the surface of the object rather than squeeze it.

Some materials will be suitable for brushing the child's face and the soles of his feet - this makes it an activity for body-image too.

TEACHING HINTS

1. Up to ten minutes at a time could be spent on this activity.

2. Take note of any textures to which the child responds strongly.

3. Encourage any voluntary action which the child makes.

4. Nancy Finnie (see References) is not keen on special stimulation sessions using only small pieces of material. She prefers larger, interesting everyday things which can be found around the house.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on to the activities between pages 79 and 142 if the child is exploring the materials in a deliberate fashion with his eyes, hands or mouth. Pages 79, 89, 111, 123 or 133 might be good starting points.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3), 'Let Me Speak' and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

FINNIE, N.R. (1974) Handling the Young Cerebral Palsied Child at Home London: Heinemann.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of touch. Towelling.

AIM

To increase the child's awareness of the sense of touch and, to some extent, of heat.
To develop body-image.

SUITABILITY

This activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... physically-handicapped children
- ... children with poor body-image
- ... children who are at Stages 1 and 2 (p. 16-19) of our scheme for the development of communication.

MATERIALS

A bath or hand towel
Mattress or comfortable spring matting.

PROCEDURE

CHECK WITH A PARENT, DOCTOR, NURSE OR PHYSIOTHERAPIST THAT THIS ACTIVITY WILL NOT INJURE THE CHILD.

Remove the child's outer clothes so that his arms and legs (at least) are exposed.

Beginning at his fingers rub the towel along and around his arm as if you were drying him very thoroughly.

Talk to him about what you are doing, mentioning each of the parts of his arm along the way. A profoundly handicapped child will not understand what you are saying, but your voice will give him additional human contact and experience of communication.

When you have towelled both arms, start on his legs, beginning with the toes.

TEACHING HINTS

1. The room temperature should be comfortable for the child.

2. Spend up to ten minutes on this activity at any one time. It could take place more than once a day if the child's timetable of activities was not full.

RECORD-KEEPING

Keep notes in a diary.

MOVING ON

Exploration, searching, reaching and similar behaviour will occur if the child advances beyond the most profound degree of handicap. However, clumsier children may need exercises like this one for a long time. Ask a physiotherapist for advice.

Look at 'Handling the Young Cerebral-Palsied Child at Home'.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are to be found between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

FINNIE, N.R. (1974) Handling the young cerebral-palsied child at home London: Heinemann.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of touch and movement.
Foot exercises.

AIM

To let the child experience a variety of skin sensations at his feet.
To enhance body image.

SUITABILITY

The activity is suitable for ...

... the most profoundly mentally-handicapped children

... children who are at Stage 1 (p. 16) of our scheme for the development of communication.

MATERIALS

Large basin, baby's bath, or wash-tub
Expanded polystyrene chippings (packing for electrical goods)
Foam sponge chippings (stuffing for pillows)
Sand
Straw
Warm water

PROCEDURE

Take off the child's socks and shoes

Seat him with his feet in the tub (or bath) which can contain chippings, straw, sand, warm water or any other substance which you think could be interesting.

Move his feet around in the tub, talking to him about what you are doing. You can say things such as 'Round and round we go' or 'Splish, splash' - this will add more human contact to the physical contact of holding his ankles or feet.

TEACHING HINTS

1. Five minutes of this activity at any one time may be enough for you.

2. Note any substances to which the child responds strongly.

3. You can leave the child unattended during this activity, but that may make him lose interest in it.

4. Encourage any voluntary action.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on to the activities between pages 111 and 132 if the child moves his legs of his own accord in the tub.

Look also at the activities for developing recognition of sounds - they begin on p. 143.

The foot-movement activity may be worth keeping for recreation, even when the child has advanced beyond it.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulation of the child's sense of touch and movement.
Foot-painting.

AIM

To let the child experience interesting sensations of touch and movement at his feet.
To develop body-image.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... children who have begun to explore the world
- ... children who are at Stages 1 and 2 of our scheme for the development of communication.

MATERIALS

Finger paints; alternatively, mix washing-up liquid with poster paints

Painting board with plastic laminate surface

Metal tray for holding paint.

PROCEDURE

Remove the child's socks and shoes

Seat him at the board for foot-painting. If he is severely physically-handicapped you will need to use a chair that supports him from the back and from the sides.

Make the child's feet slip about on the board. If he is attentive and if he can see, show him the patterns his feet are making.

TEACHING HINTS

1. Five minutes of this activity may be enough at any one time.

2. This is an exercise in stimulation rather than creativity. Do not expect the child to move his feet of his own accord, but show him that you are pleased if he does.

3. Talk to the child as you work with him and encourage any movements he may make of his own accord.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on to the activities which appear between pages 79 and 142 if the child moves his feet of his own accord. Pages 79, 89, 111, 123 and 133 might be good starting points.

However, retain foot-painting as a recreational activity if the child enjoys it.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the sense of movement. The roller.

AIM

To let the child experience moving along on his tummy.
To let the child experience the pull of gravity from different positions.
To give the child the opportunity to look down on the world rather than up at it.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... some severely physically-handicapped children
- ... children with poor body-image
- ... children who are at Stages 1 and 2 (p. 16-19) of our scheme for the development of communication.

MATERIALS

A gymnastics mat, tightly rolled and tied, or a PVC roll from Totally Soft Play Environment, or a home-made tubular bag made out of scrap material and stuffed tightly with soft scrap materials (this could take the shape of a cylinder approximately 20 cm. in diameter and 60 cm. long).

PROCEDURE

CHECK WITH A PARENT, DOCTOR, NURSE OR PHYSIOTHERAPIST THAT THIS ACTIVITY IS SAFE FOR THE CHILD.

Lay the child across the roller with his feet on one side and his arms on the other.

Hold the child by the thighs and gently push him forward across the roller. Alternatively, lay the child astride the roller. Rock him gently from side to side, giving him support at the hips or shoulders.

If you do not have a display wedge (p. 49) the roller could be used instead.

TEACHING HINTS

1. Look out for signs of distress or discomfort in the child. Stop if you see them.

2. Five minutes at a time will probably be enough to spend on this activity.

3. Note any responses the child makes during this activity.

4. Talk or sing to the child as you rock him.

5. Encourage the child if he seems to reach out for support when he goes off-balance - for example, stretching out to touch the ground.

RECORD-KEEPING

Use a diary or day-sheet.

MOVING ON

Move to the range of activities between pages 79 and 142 if the child regularly moves his arms or legs purposefully when he is on the roller.

Continue to use this activity for exercise and recreation.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and "Let Me Play" are also good sources of ideas at this level.

Nancy Finnie's book gives good advice on working with severely physically-handicapped children.

REFERENCES

FINNIE, N.R. (1974) Handling the Young Cerebral Palsied Child at Home London: Heinemann.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of movement. Rocking-board.

AIM

To make the child aware of the pull of gravity.
To encourage the child to react to the pull of gravity.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... some severely physically-handicapped children
- ... children with poor body-image
- ... children who are at Stages 1 and 2 (p.16-19) of our scheme for the development of communication.

MATERIALS

Home-made rocking board (see the drawing on next page).

PROCEDURE

CHECK WITH A PARENT, DOCTOR, NURSE OR PHYSIOTHERAPIST THAT THESE ACTIVITIES ARE SAFE FOR THE CHILD.

If the child cannot stand, seat him (and support him) on the rocking board. If you hold the sides of the board he can flop backwards against you for support if necessary.

Rock the board from side to side.

If the child can stand, support him standing on the board - hold his hands or the sides of his trunk to keep him steady.

Rock the board from side to side as before.

TEACHING HINTS

1. Five minutes of this activity will be enough at any one time.

2. Stop if you see any signs of distress or discomfort.

3. Encourage any movement which seems to be aimed at keeping balance - for example, reaching with the arm to stop a sideways fall; bending and flexing legs in response to the movement.

RECORD-KEEPING

Use a diary or day-sheet (p. 286).

MOVING ON

Move on to the range of activities between pages 79 and 142 if the child regularly uses his arms or legs purposefully when he is on the board.

Continue to use this activity for exercise and recreation.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

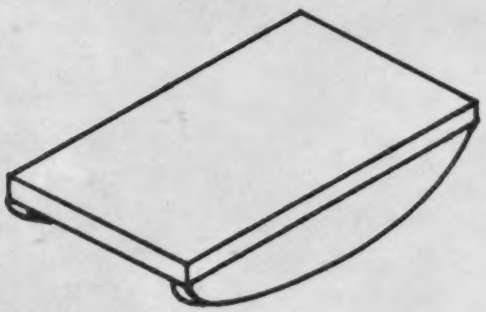
Nancy Finnie's book gives good advice on working with severely physically-handicapped children.

REFERENCES

FINNIE, N.R. (1974) Handling the Young Cerebral Palsied Child at Home London: Heinemann.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.



Rocking Board

Seat is approximately 60 cm x 30 cm. Height from ground, between 10 cm and 15 cm. Any strong wood or board could be used.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of movement. Angels in the snow.

AIM

To develop awareness that the legs and arms can make large movements.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... more able children with physical handicaps and with problems of body-image
- ... children who are at Stages 1 and 2 (p. 16-19) of our scheme for the development of communication.

MATERIALS

A large mat or mattress.

PROCEDURE

CHECK WITH A PARENT, DOCTOR, NURSE OR PHYSIOTHERAPIST THAT THIS ACTIVITY IS SAFE FOR THE CHILD.

The child is laid on his back on the mat, legs as near together as possible, and arms by his sides.

If he is fairly small, kneel astride him and hold his hands and wrists. Bring his arms away from his sides, along the mat for as wide an arc of movement as is comfortable; if he has completely free movement his arms will end up above his head on the mat.

LOOK OUT FOR ANY SIGNS OF DISCOMFORT OR DISTRESS. STOP AND INVESTIGATE IF THEY APPEAR.

If he is too large for you to kneel astride his body, kneel astride his head, looking towards his feet. You then begin the exercise with a long stretch forward (for you!) to take his arms away from his sides.

The leg exercise is less strenuous for you. Kneel at the child's feet. Take an ankle or foot in each hand and gently pull his legs away from each other along the mat.

TEACHING HINTS

1. Catch the child's gaze if possible. Smile and talk to him during this activity.

2. Encourage any voluntary attempts which he makes at movement.

3. Remember that the leg's arc of movement is much less than the arm's. Imagine yourself in the child's position and you will bring the right degree of sympathy to the task.

RECORD-KEEPING

Keep notes in a diary.

MOVING ON

Move on if the child seems to be making part of the movement of his own accord. Look at the range of non-verbal activities between p. 79 - 142. Look also at the activities for developing recognition and understanding of sounds (p. 143-156).

Nancy Finnie's book may give you some ideas for further physical activities with the child, but try to obtain first-hand advice from a physio-therapist.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are to be found between pages and .

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

FINNIE, N.R. (1974) Handling the Young Cerebral Palsied Child at Home London: Heinemann.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap. London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of movement. Swinging.

AIM

To let the child feel the range of movement and gravitational pull which occurs during swinging.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... children who are at Stages 1 or 2 (p. 16-19) of our scheme for the development of communication.

MATERIALS

None.

PROCEDURE

CHECK WITH A PARENT, DOCTOR, NURSE OR PHYSIOTHERAPIST THAT THIS ACTIVITY IS SAFE FOR THE CHILD.
DO NOT ATTEMPT IT IF YOU ARE IN ANY DOUBT ABOUT YOUR OWN STRENGTH OR FITNESS.

Hold the child in one of the following ways:

facing him, hold him at his armpits
facing him, put your arms under his arms and clasp your hands behind his back

facing his back, hold him at his armpits
facing his back, pass your arms under his and clasp them in front of him.

Swing him gently at first. Bend and straighten your legs as you do it, to take the strain off your back.

Talk to the child as you swing. Calling 'Wheee' will do, or you can say 'Up and down' in time with the movement.

TEACHING HINTS

1. Stop if you or the child experience discomfort or distress.

2. Thirty seconds of this activity can be very strenuous; ten may be enough at any one time.

3. Encourage any signs which suggest that the child is enjoying himself or is trying to take an active part.

4. Read p. 47 and p. 50, of 'Handling the Young Cerebral Palsied Child at Home' (Finnie, 1974) for advice on spastic and athetoid children.

RECORD-KEEPING

Keep occasional notes in a diary.

MOVING ON

Move on to the range of activities between pages 79 and 142 if you think the child is trying to join in the activity with you. For example, he may hold out his hands to be lifted, or laugh or become more excited when you go to pick him up.

Continue to use this activity as a physical exercise and as recreation.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

Nancy Finnie's book gives good advice on working with severely physically-handicapped children.

REFERENCES

FINNIE, N.R. (1974) Handling the Young Cerebral Palsied Child at Home London: Heinemann.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of movement. Floor see-saw.

AIM

To encourage arm stretching and give exercise to the abdomen.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... children at Stages 1 and 2 (p. 16-19) of our scheme for the development of communication
- ... as a game, or physical exercise, for most other children.

MATERIALS

A mattress, gymnastics mat, or any other floor-covering which will cushion the force of lowering the child's head and back to the floor.

PROCEDURE

CHECK WITH A PARENT, DOCTOR, NURSE OR PHYSIOTHERAPIST THAT THIS ACTIVITY IS SAFE FOR THE CHILD.

Lay the child flat on his back.
Kneel astride his legs somewhere between ankle and knee.
Grasp his wrists, hands or upper arms firmly.
Pull him gently to a sitting position, then lower him carefully. As you do this you can sing 'See saw, Marjory Daw,' or simply say 'Up and down' or 'Hello, good-bye' in time with the movement.

TEACHING HINTS

1. Five minutes of this activity will be enough at any one time.

2. Stop if you see any signs of distress or discomfort.

3. Encourage any action of the child which suggests that he is trying to take an active part.

RECORD-KEEPING

Use a diary or day-sheet.

MOVING ON

Move on to the range of activities between pages 79 and 142 if you are fairly sure that the child is trying to co-operate.

Continue to use this activity as a physical exercise and for recreation.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

Nancy Finnie's book gives good advice on working with severely physically-handicapped children.

REFERENCES

FINNIE, N.R. (1974) Handling the Young Cerebral Palsied Child at Home London: Heinemann.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of smell. Smells around the house and school.

AIM

To increase the range of smells which the child experiences.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... blind children
- ... children who are at Stages 1 and 2 (p. 16-19) of our scheme for the development of communication.

MATERIALS

None

PROCEDURE

Let the child have experience of being in more than one room at home or school. Each room has its own smells because of the different activities which take place in it and because of furniture with a distinctive smell. For instance, the smell of a piano is unlike that of most other furniture.

Kitchens and home economics rooms are also worth visiting. Profoundly handicapped children do not usually visit them because there is nothing they can take part in. Yet the smells there are often striking and pleasant, and the profoundly handicapped child in a wheelchair will cause few problems by being in them.

TEACHING HINTS

1. Note if the child shows a definite reaction to any particular smell. Talk to him about it.

RECORD-KEEPING

Use a diary to keep note of any interesting reactions.

MOVING ON

Children who take an interest in their surroundings are ready for some of the easier activities between pages 79 and 142. The activities on pages 79, 89, 111, 123 and 133 could be suitable starting points.

Look also at the most simple activities for developing recognition of sounds (p. 143-156).

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of smell. Smells from the open air.

AIM

To increase the variety of smells which the child experiences.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... blind children
- ... children at Stages 1 and 2 of our scheme for the development of communication.

MATERIALS

None.

PROCEDURE

Take the child into the open air as often as possible.

The fields, woods and seaside provide many opportunities for experiencing interesting smells in rural areas. So do parks, shops and factories in the bigger towns.

If there is no risk of hay-fever, children could lie on grass occasionally, and thus come closer to the smell of flowers and of the grass itself.

Some hospitals for the mentally-handicapped have farms on their grounds. Take the children around the barns and pens to give them a change from the smell of the wards.

TEACHING HINTS

1. Talk to the children when you are on outings. This seems obvious advice, but it is more natural to talk to the other adults.

RECORD-KEEPING

Use a diary to keep note of any interesting reactions.

MOVING ON

Children who show an interest in their surroundings are ready for some of the easier activities between pages 79 and 142. The activities on pages 79, 89, 111,

123 and 133 could be suitable starting points.

Look also at the most simple activities for developing recognition of sounds (p.143 -156).

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of smell. Perfumes and after-shaves.

AIM

To increase the child's likelihood of identifying people.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... blind children
- ... children who are at Stages 1 and 2 of our scheme for the development of communication.

MATERIALS

Any perfume or after-shave, preferably not one which is shared by any of your colleagues.

PROCEDURE

Use a perfume or after-shave. This will probably have most educational advantage if you use only one, or if you restrict yourself to a small group, over the months.

When you meet a child first thing in the morning, and when you go over to work with him, say 'Hello (his name) it's (your name) here', or something like that. This act of greeting, your voice, scent and touch will mark you out even if the words mean nothing.

TEACHING HINTS

1. Note if the child behaves differently when he is with different members of staff.

RECORD-KEEPING

Use a diary to note any interesting reactions.

MOVING ON

A child who recognises certain people is ready for some of the easier activities between pages 79 and 142. The activities on pages 79, 89, 111, 123 and 133 are suitable

points. Look also at the most simple activities for developing recognition of sounds.

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the sense of smell. Smells in boxes.

AIM

To give the child experience of a range of smells.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... blind children
- ... non-verbal children who have begun to explore
- ... children who are at Stages 1 and 2 (p.16-19) of our scheme for the development of communication.

MATERIALS

Empty boxes for Tic-Tac sweets, or any other small plastic boxes in which an air-vent can be made.

Various aromatic substances which will be placed in the boxes: e.g. coffee grains, tea, orange peel, bits of apple and small pieces of soap.

Aromatic liquids (e.g. perfume, after-shave, Dettol) can be dropped on cotton wool and stored in the boxes.

PROCEDURE

Bring each of the boxes to the child's nose. If possible, clasp his hands round a box and bring hands and box to his nose.

If the child has begun to explore his surroundings, have the boxes near him and let him explore them of his own accord.

Talk to the child about the smells. Make some special comment if the child reacts strongly to any particular smell. Say things like 'You liked that one!' or 'That was nasty!'

TEACHING HINTS

1. Five to ten minutes of this activity will be sufficient at any one time.

2. Put the boxes away in a cupboard when they are not in use, so that they retain some novelty value.

3. Replace substances, such as pieces of apple, when they have gone 'off'.

4. If children who are mobile try to empty a box, secure it with strong sticky tape. If necessary, bore holes in the box with a red-hot nail or needle to let the smells escape.

5. Note if the child reacts strongly to any smell.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on if the child joins in the activity of his own accord.

Look at some of the easier activities between pages 79 and 142 for example the activities on pages 79, 89, 111, 123 and 133.

Look also at the most simple activities for developing recognition of sounds (p. 143-156).

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Stimulating the child's sense of taste.

AIM

To let the child experience a variety of flavours.

SUITABILITY

The activity is suitable for ...

- ... the most profoundly mentally-handicapped children
- ... blind children
- ... children at Stage 1 of our scheme for the development of communication.

MATERIALS

(If possible) droppers with rubber bulbs: alternatively, tea-spoons.

Food and drink with bitter tastes: black coffee, Indian tonic water, olives.

Food and drink with sour tastes: vinegar, PLJ

Food and drink with sweet tastes: ice-cream, lemonade.

Food and drink with salty tastes: crisps, Tuc biscuits, brine.

PROCEDURE

CHECK WITH A PARENT, DOCTOR OR NURSE THAT THERE ARE NO FOODS WHICH THE CHILD CANNOT OR SHOULD NOT SWALLOW.

If you are working with fluids, squeeze small quantities from a dropper onto the child's tongue. Note if you get a strong reaction, e.g. from Marmite.

Talk to the child, especially if he reacts strongly. Say things like 'You liked that one!' or 'That was nasty!'.

If you are working with solid foods, place very small quantities on his tongue to avoid the risk of choking.

TEACHING HINTS

1. Note any apparent likes, dislikes and other strong reactions.

2. This activity can last for five to ten minutes at a time.

RECORD-KEEPING

Use a diary to keep note of any interesting reactions.

MOVING ON

Children who make definite reactions to some substances could be introduced to some of the easier activities between pages 79 and142; the activities on pages 79, 89, 111, 123 and 133 are possible examples.

Look also at the most simple activities for developing recognition of sounds (p.143-156).

LESS DIFFICULT ACTIVITIES

This activity is at the lower end of the range covered by the Early Communicative Skills Project. The remainder of the activities in this section are between pages 28 and 78.

Mildred Stevens' book (p. 262-3) and 'Let Me Play' are also good sources of ideas at this level.

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ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Watching and finding things. Peek-a-bo, played by an adult.

AIM

To help the child to follow movement.

To help the child realise that things still exist when they have gone out of sight.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... are clearly awake and responsive
- ... do not understand language yet ...
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who are ...

- ... blind
- ... so profoundly handicapped that they seem to be asleep.

MATERIALS

Sheets of cardboard or strong paper approximately 2 feet by 2 feet.
Large towel.

PROCEDURE

Catch the child's gaze. When you have it, move slowly out of his line of vision. If the child lies on a cot or mattress for most of the day, you can do this by dropping down below the level at which he is lying.

If he is in a chair you can hide by holding the cardboard in front of your face, or covering your head with a towel or by vanishing into your pullover.

Look at the child's eyes as you disappear.

If he tries to follow you part of the way, he has some skill at tracking. Discover how far he can follow you, and try to increase this gradually.

Move more slowly out of sight at the time you would expect him to lose interest. If his eyes do not follow you, move only very slightly out of his direct gaze.

Encourage any hint of an attempt to follow you.

Re-appear suddenly, and say "Peek-a-bo", "Keek", "Hello" or something similar.

Five minutes of this activity at any one time should be enough. Some children are happy to play it for much longer, but this may make them tire of it more quickly in the long run.

TEACHING HINTS

1. Encourage any attempt the child makes to follow you with his gaze. Praise him, or make funny faces or noises to hold his attention.

2. Encourage any attempts the child himself makes to play the game (see p. 81).

3. If necessary, make the activity easier by moving only a little out of the centre of the child's gaze, or by moving very slowly.

RECORD-KEEPING

Use a diary or day-sheet (p. 286).

MOVING ON

Move to more difficult activities ....

... if the child enjoys peek-a-bo

... if the child's gaze follows your movement easily.

Tackle any of the other non-verbal activities which are still quite hard; you will find them between p. 79 and 142.

Look also at 'Recognition of Sounds ' (p. 143-156) 'Imitation' (p. 157-170).

LESS DIFFICULT A TIVITIES

If the child shows no interest in this activity, look instead at ...

... activities for stimulating his vision (p. 43-50)

... activities for stimulating his hearing (p. 28-42)

... activities for stimulating his sense of touch (p. 51-58)

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Watching and finding things. Peek-a-bo, played by the child.

AIM

To help the child realise that things still exist when they have gone from sight.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... are clearly awake and responsive
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... blind
- ... so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

A towel, or piece of cloth of similar size to a towel.

PROCEDURE

Wait until the child is in a reasonably contented mood.

Say 'Bye-bye', (or something similar) and cover his head with the towel.

Say 'Peek-a-bo', 'Keek' or 'Hello', and pull it off again.

When the child seems used to the activity, begin helping him to pull off the towel of his own accord.

If the activity seems to mystify him at the start, do not cover his eyes entirely with the towel. Lift it up in front of him just until you disappear from view, then lower it again. Or, drape it on his head, lower an edge down past his eyes, then lift it up again quickly.

Five minutes of this activity at any one time should be enough.

TEACHING HINTS

1. Do not continue with this activity if the child seems distressed by it.

2. Encourage and assist any attempts he makes to remove the towel.

3. When the towel is finally off, show the child that you are pleased.

RECORD-KEEPING

Use a diary or day-sheet (p. 286).

MOVING ON

Move on if the child pulls off the towel of his own accord.

Tackle any of the other non-verbal activities which are still quite hard; you will find them between p. 79 and 142.

Look also at 'Recognition of Sounds' (p. 143-156) and 'Imitation' (p. 157-170).

LESS DIFFICULT ACTIVITIES

If the child shows no interest in this activity, look instead at ...

... the simpler form of peek-a-bo which appears on p. 79)

... activities for stimulating his vision (p. 43-50)

... activities for stimulating his hearing (p. 28-42)

... activities for stimulating his sense of touch (p. 51-58).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Watching and finding things. Finding half-hidden objects.

AIM

The child will realise that things continue to exist even when they have gone out of sight.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who are ...

- ... blind
- ... so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Toys which the child likes
Toys which produce a distinct noise(powered by clockwork or battery).
Screens, shoe-box, opaque plastic containers, cocoa tins, pieces of cloth.

PROCEDURE

(a) Partly cover a teddy bear with a towel so that its feet, head and ears remain visible.

Discover how much of the bear you have to uncover before the child recognises it and pulls off the rest of the towel.

Through play, give him any help you can. For example, let him see you covering the bear and then quickly uncover it again. Or, put one of the ends of the towel in his hand, and help him to pull it away.

(b) Remove one end from a shoe-box and turn it upside down to form a garage. How far out of the garage must a car be, before the child takes an interest in it?

Gradually increase the amount by which you conceal it. Eventually he should retrieve it even after it has been completely garaged.

(c) Let the bowl (or handle) of a spoon protrude from some opaque container. How much of the spoon must protrude before the child will pull it out?

TEACHING HINTS

1. Store away the materials for this exercise after you have used them. This may help to keep the child interested in them if he likes them in the first place.

2. Make the activities more amusing by making animal or vehicle noises, as appropriate.

3. Toys which will make sounds can be useful. They still clearly exist even when they are covered up completely.

RECORD-KEEPING

Use a diary or day-sheet. (p. 286)

MOVING ON

Move to the activity concerned with completely hidden objects (p. 85) when the child has no trouble finding the partly hidden ones.

LESS DIFFICULT ACTIVITIES

If the child shows little interest in objects when they are partly hidden, look at ...

... activities for stimulating the sense of vision (p. 43-50)

... developing the child's ability to reach (p. 113).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Watching and finding things. Finding completely hidden objects.

AIM

The child will realise that objects continue to exist even when they have gone out of sight.

The child will start to explore his surroundings.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... do not understand language yet
- ... uncover partly-hidden toys and other objects (activity on p. 83)
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who are ...

- ... blind
- ... so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Shoe-box and lid decorated with shiny or patterned paper
Toy chest
Pillow-slip, or similar bag
A selection of toys and other objects likely to interest the child
The 'Down Box' (p. 206)
The 'Good-bye - Hello' Box (p. 206).

PROCEDURE

(a) Place six or seven objects (e.g. a mirror, a toy car, a soft toy, a squeezy toy, etc.) in the shoe box.

Help the child to open it, and bring out a toy. Close the box again. Replace that toy with another one from the box after a few minutes. Encourage the child to take an interest by joining in the activity with him.

If you think it will help, new objects can be put into the box every few days.

(b) Bring the child to a toy-chest in which some favourite toy is hidden among the contents. Pretend to search hard before you 'find' it.

Show the child that you are pleased if he discovers any object he likes especially.

(c) Give a pillow-case a narrow neck by sewing a band of elastic around the opening.

The child can be encouraged to look in the pillow-case if you hold it open with both hands.

He can also put one hand in, and feel around the objects which are concealed.

(d) The 'Down Box' and 'Good-bye - Hello Box' Let objects vanish and then re-appear at a different point.

To let the child understand this, use a helper to direct the child's attention first at the point of disappearance, and then at the point of reappearance.

TEACHING HINTS

1. Make the activities more interesting by joining in yourself. For example, in (d) you could say 'Bye-bye' or move as an object vanished, and 'Hello' as it appeared again.

2. Show the child that you are pleased if he begins to play with any of the materials of his own accord.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

If the child has no difficulty with this activity ...

... look first at any of the other non-verbal activities which are still quite hard; you will find them between p. 79 and 142

... then move to 'Recognition of Sounds' (p. 143-156) and 'Imitation' (p. 157-170).

LESS DIFFICULT ACTIVITIES

If the child continually loses interest in objects when they have disappeared from view, try some activities in which the disappearance is not complete, e.g. p. 83.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Watching and finding things. Objects that disappear.

AIM

To help the child understand that an object still exists after it has gone out of sight.
To encourage the child to follow a moving object with his gaze.
To encourage the child to guess where a vanishing object may reappear.

SUITABILITY

Children are ready for this activity if they ...

- ... take an interest in their surroundings
- ... definitely look at objects occasionally
- ... show excitement or pleasure when you go to work with them
- ... try to reach out for objects
- ... do not understand language yet
- ... are in the early part of Stage 2 (p.18) of our scheme for the development of communication.

It is not suitable for children who are ...

- ... blind
- ... so profoundly mentally-handicapped that they appear to be asleep.

MATERIALS

Cars and other wheeled toys attached to strings.
A screen - a large book or a cardboard box will do.

PROCEDURE

Choose a wheeled toy which you think the child will like. Catch his attention. If necessary, turn him physically to look at what you are doing. Tow the toy across the child's line of vision. Encourage him to keep looking at it by making appropriate animal or vehicle noises. Show him that you are pleased if he does look at it.

When the child does follow the moving toy with his eyes, add the following complication:-

> Put the screen between yourself and the child. Let him see the toy, then tow it out of sight behind the screen.

If the child loses interest when the toy goes out of sight turn his gaze to where it will re-appear. The help of another adult is useful for this.

TEACHING HINTS

1. Try the following tactics if you do not succeed at first:

   bring the toy and screen nearer to the child

   make the screen smaller so that part of the toy is always exposed

   use a shorter screen (or pull the toy more quickly) so that the toy does not vanish for so long

   use a larger toy

   let the child see behind the screen

   say, 'Here it comes!' just before the toy reappears.

2. Give less help as the child begins to get the idea.

RECORD-KEEPING

Keep notes on a day-sheet (p.286).

MOVING ON

Move on ...

... if the child moves his gaze from the vanishing point to the reappearance point without any help

... if the child pushes the screen aside to get at the vanished toy.

First make sure that he can carry out most of the harder pre-verbal activities between p. 79 and142. Then look at 'Recognition of Sounds' (p. 143-156) and 'Imitation', (p. 157-170).

LESS DIFFICULT ACTIVITIES

If the child loses interest in the toy when it vanishes ...

... remain at the earlier stage of this activity - concentrate on catching and holding his attention with toys, other objects and activities which seem to interest him

... try the simpler version of peek-a-bo (p. 79).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Patting with the hand.

AIM

The child will hit or pat objects with his hands.

SUITABILITY

The activity is suitable for children who ...

... hold objects in their hands quite firmly

... hold objects and look at them

... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

... are so profoundly mentally-handicapped that they seem to be asleep

... are advanced enough to be able to handle objects in more complicated ways, such as crumpling, stretching or swinging.

MATERIALS

Soft toys, rag-dolls, sponges, hairbrushes, or any other soft object that the child can hold. Lightweight percussion instruments, baking-trays, stiff cardboard boxes, or any other objects that make an interesting sound when struck by hand.

PROCEDURE

Choose objects that you think the child will like.

Play with the objects, bringing them gently to touch the child if they are soft, or striking them to make a sound if they are resonant.

Encourage any attempt the child makes to play with the object himself.

If necessary, give him some help to produce an action of patting or striking.

Talk about what you are doing to hold his interest.

Five to ten minutes of this activity should be possible at any one time.

TEACHING HINTS

1. This activity is well below the level at which exact imitation can be expected. Do not worry if the child does not produce good copies of your actions.

2. Don't clutter up the work area with too many different toys.

3. If the child develops a special liking for some toys in the course of the activity, help to keep them special by storing them away when you have finished.

4. Sit, holding the child if this closer contact gives you better results.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on when the child spontaneously hits or pats objects with his hands.

Look at ...

... similar activities on p. 91-94

... slightly more complicated activities on p. 95-110

... other non-verbal activities (from p. 111 - 142).

... recognition of sounds (p.143-156).

LESS DIFFICULT ACTIVITIES

If the child does not hit or pat objects with his hands look at ...

... less complicated ways of manipulating objects (p.111).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Percussion toys for shaking.

AIM

The child will shake small objects that he can lift up.

SUITABILITY

The activity is suitable for children who ...

- ... hold objects in their hands
- ... hold objects and look at them
- ... are at Stage 2 (p.18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are so profoundly mentally-handicapped that they seem to be asleep
- ... handle objects in more complicated ways, such as crumpling, stretching or swinging.

MATERIALS

Rattles
Small tambourines
Tins and polythene containers holding peas, rice or barley.
Bells

PROCEDURE

Work with objects which you think the child will like.
Play with the objects, letting the child hear the range of sounds that can be produced.

Talk to him, and make gestures, to make the activity more interesting.

Encourage any attempt he makes to pick up or shake the objects of his own accord.

If necessary, put the object in his hands and help him to go through the action of shaking.

Five to ten minutes at a time can be spent on this activity.

TEACHING HINTS

1. Do not try to force the child into shaking the objects. He is more likely to succeed if he makes the first move, even if you have to help him along afterwards.

2. This activity is well below the level at which exact imitation can be expected. Do not worry if the child does not produce good copies of your actions.

3. If the child develops a special liking for some toy in the course of the activity, help to keep it special by storing it away when you have finished.

4. Sit, holding the child from behind, if this closer contact brings better results.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on when the child shakes objects of his own accord.

Look at ...

... similar activities on p. 89-94

... slightly more complicated activities on p. 95-110

... other non-verbal activities (from p. 111 - 142).

... recognition of sounds (p.143-156).

LESS DIFFICULT ACTIVITIES

If the child does not begin to shake objects, look at ...

... more simple ways of manipulating objects (p.111,123).

... reaching for objects (p.113).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Dangling toys.

AIM

The child will hit objects hanging from the ceiling to make them swing to and fro.

SUITABILITY

The activity is suitable for children who ...

- ... pick up objects and look at them closely
- ... deliberately knock two objects together
- ... are at Stage 2 (p.18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not pick up objects
- ... play at more advanced levels, such as make-believe.

MATERIALS

Woollen pom-poms, dolls, bags or plastic containers filled with dried peas.
String or elastic to suspend these objects from the ceiling.

PROCEDURE

The child may play with these materials spontaneously.

If not, push one towards him when he is a few steps away from you, and see what happens.

Praise any attempts he makes to join in. Later on this can become a game played between two people.

If necessary, help him to make the necessary pushing or hitting movements.

TEACHING HINTS

1. If possible, do not leave hanging toys on display all the time. They are likely to lose their power of attraction, and they may distract attention from other teaching materials.

2. Some children spin hanging toys as a sort of ritualistic behaviour. You can discourage this by putting the toys away when not in use and by encouraging the child's attempts to make the objects swing instead of spin.

RECORD-KEEPING

Diary or day-sheet.

MOVING ON

Move on when the child makes the hanging toys swing by hitting or pushing them.

Look at ...

... make-believe play (p.171 - 178).

... recognition of sounds (p.143 - 156).

... imitation (p. 157 - 170).

LESS DIFFICULT ACTIVITIES

If this activity is too difficult for the child, look instead at more simple ways of manipulating objects (p.111,123).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Objects that slide about.

AIM

The child will make objects slide about on a surface.

SUITABILITY

The activity is suitable for children who ...

- ... pick up objects and look at them closely
- ... deliberately knock two objects together
- ... are at Stage 2 (p. 18.) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not pick up objects
- ... have moved on to more advanced levels of play, such as make-believe.

MATERIALS

Surfaces: floor, table, sand-tray, corrugated polythene sheeting.

Objects: towels, paper, sponge-rubber, books, egg-boxes.

PROCEDURE

Catch the child's attention and slide a piece of cloth, for example, along the floor or table as if it were a model car.

Encourage the child to join in, and praise any attempts that he makes.

Use a variety of surfaces and objects, so that the child finds that some objects are easy to slide while others are difficult.

Five to ten minutes at a time can be spent on this activity.

TEACHING HINTS

1. Make vehicle noises, or any other sounds that may appeal to the child.

RECORD-KEEPING

Use a diary or day-sheet (p. 286).

MOVING ON

If the child does slide objects around on surfaces, look at ...

... make-believe play (p.171 - 178).

... recognition of sounds (p. 143 - 156).

... imitation (p. 157 - 170).

LESS DIFFICULT ACTIVITIES

If the child has difficulty with this activity, look at more simple ways of manipulating objects (p. 111,123).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Examining objects closely.

AIM

The child will make a close examination of objects using his hands, eyes and nose.

SUITABILITY

The activity is suitable for children who ...

- ... pick up objects
- ... knock objects together
- ... hit objects against a surface
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not reach out for objects
- ... have moved on to more advanced levels of play, such as make-believe.

MATERIALS

Objects with interesting textures:	sponges, hairbrushes, sandpaper, balloons.
Objects with interesting smells:	flowers, perfume bottles.
Objects with interesting shapes and/or colours	containers for school 'Bic' pens, scissors-boxes, egg whisks, potato-mashers, safety mirrors.
Objects which stimulate several senses:	musical boxes, Kelly toys, (which bob back when knocked over).

PROCEDURE

Give the child a variety of objects (one at a time) which you think will interest him.

He may inspect an object on his own by looking at, turning it over, pulling at it, prodding it, sniffing it, and so on. Encourage him if you see this.

If he does not play with it of his own accord, bring the object to him and explore it together. Draw his attention to any interesting aspects such as smell or texture.

Talk about the activity to make it more interesting.

Five to ten minutes at a time can be spent on this activity.

TEACHING HINTS

1. Change the objects for inspection fairly regularly.

2. The activity need not be part of your teaching plan if the child inspects things of his own accord.

RECORD-KEEPING

Use a diary or day-sheet (p. 286).

MOVING ON

Move on if the child does inspect objects closely.

Look at ...

... more advanced activities in handling (p. 99-110).

... recognition of sounds (p. 143-156).

LESS DIFFICULT ACTIVITIES

If the child does not inspect objects closely even after you have given him a lot of encouragement, look at more simple ways of handling objects (p. 89-96, 111, 123).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Using objects as hammers and drumsticks.

AIM

The child will hit objects against a surface.

SUITABILITY

The activity is suitable for children who ...

- ... hold objects in their hands
- ... hold objects and look at them
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are so profoundly mentally-handicapped that they seem to be asleep
- ... handle objects in more complicated ways, such as crumpling, stretching or swinging.

MATERIALS

Surfaces: polythene covered mattresses, table-tops, base of the sand-tray, tea-trays, sheets of brown paper.

Beaters: cutlery, drumsticks, plastic hammers, dolls, anything else that the child can hold.

PROCEDURE

Work with beaters and surfaces which you think the child will like.

Catch the child's attention and play with the beater yourself. Increase interest in the activity by talking about it and by your gestures.

Give the child a beater of his own, and encourage any attempt he makes to use it.

If necessary, give him some help to make the action of beating.

Five minutes of this activity at any one time should be sufficient.

TEACHING HINTS

1. This activity is well below the level at which exact imitation can be expected. Do not worry if the child does not produce good copies of your actions.

2. If the child develops a special liking for some toy in the course of the activity, help to keep it special by storing it away when you have finished.

3. Sit, holding the child from behind if this closer contact gives you better results.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on when the child will hit objects against surfaces of his own accord.

Look at ...

- ... similar activities on p.101-104
- ... slightly more complicated activities on p.105-110.
- ... other non-verbal activities (e.g. p.87, 119,133).
- ... recognition of sounds (p.143-156).

LESS DIFFICULT ACTIVITIES

If the child does not begin to hit objects against a surface, look at ...

- ... more simple ways of manipulating objects (p. 89-96).
- ... reaching for objects (p.111).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Toys that can be waved or shaken.

AIM

The child will wave objects in the air.

SUITABILITY

The activity is suitable for children who ...

- ... hold objects in their hands
- ... hold objects and look at them
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are so profoundly mentally-handicapped that they seem to be asleep
- ... handle objects in more complicated ways, such as crumpling, stretching or swinging.

MATERIALS

Sticks with ribbons or streamers attached.
"Snow" scenes in water-filled containers.
Rattles enclosing spinning discs.

PROCEDURE

Work with toys which you think the child will like. Play with the toys, drawing the child's attention to any attractive movement. Increase your chances of keeping him interested by talking about what is going on and by gesture.

Encourage the child to join in, by giving him a toy of his own or the one you have been holding.

If necessary, put it in his hand and help him to wave it in his field of vision.

Five to ten minutes at a time can be spent on this activity.

TEACHING HINTS

1. Do not force the child into waving. He is more likely to succeed if he makes the first move, even if you have to help him along afterwards.

2. This activity is well below the level at which exact imitation can be expected. Aim to get the child into action, rather than to copy your actions precisely.

3. If the child develops a liking for some toy in the course of the activity, help to keep it special by storing it away when you have finished.

4. Sit, holding the child from behind, if this closer contact brings better results.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on when the child waves objects of his own accord.

Look at ...

... similar activities on p. 97-104

... slightly more complicated activities on p. 105-110

... other non-verbal activities (e.g. p. 87, 119, 133)

... recognition of sounds (p.145-156).

LESS DIFFICULT ACTIVITIES

If the child does not wave objects of his own accord, look at ...

... more simple ways of manipulating objects (p. 89-96)

... reaching for objects (p. 111).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Objects that can be squeezed.

AIM

The child will manipulate flexible objects in a variety of ways, such as crumpling.

SUITABILITY

The activity is suitable for children who ...

- ... pick up objects and look at them closely
- ... deliberately knock two objects together
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not pick up objects
- ... have moved on to more advanced levels of play, such as make-believe.

MATERIALS

Blank newsprint, crinkly paper from biscuit boxes, baking foil, pieces of cloth, sponges.
Paper balloons (see Van Witsen (1967), p. 71 for directions on how to make an origami balloon).

PROCEDURE

Play with the materials and encourage the child to join in by drawing attention to the change in shape and to any other interesting effects. For example ...

- ... biscuit-box paper and foil will produce a good sound when crumpled
- ... a sponge will shed water when it is squeezed.

Ten minutes at a time could be spent on this activity.

TEACHING HINTS

1. Stop the activity before the child tires of it.
2. Store away the materials when they are not in use to keep them special.

RECORD-KEEPING

Use a diary or day-sheet (p. 286).

MOVING ON

Move on when the child crumples paper and similar materials easily. Look at ...

... make-believe play (p. 171-178)

... recognition of sounds (p. 143-156)

... imitation (p. 157-170).

LESS DIFFICULT ACTIVITIES

If the child does not begin to join in this activity, look at more simple ways of handling objects (p. 111, 123).

REFERENCES

Van Witsen, B. (1967) Perceptual Training Activities Handbook New York: Teachers College Press.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Hitting two objects together.

AIM

The child will hit two objects together.

SUITABILITY

The activity is suitable for children who ...

- ... hold objects in their hands
- ... hold objects and look at them
- ... occasionally hit objects against a surface
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are so profoundly mentally-handicapped that they seem to be asleep
- ... handle objects in more complicated ways, such as crumpling, stretching or swinging.

MATERIALS

Beaters and drums (or tambourines, biscuit-tins, polythene containers, cardboard boxes, etc.).
Pieces of wood for striking against each other.
Small metal trays, or any other kind of containers which can be held easily and struck against each other.

PROCEDURE

Work with objects which you think the child will like.

Hold the objects, one in each hand, and strike them against each other, making sure that the child can see you. Encourage any attempt he makes to join in.

If necessary, put an object in each of his hands and help him to strike them together. Praise any effort which seems to be getting nearer the complete action.

Five minutes of this activity may be sufficient at any one time.

TEACHING HINTS

1. This activity is well below the level at which exact imitation can be expected. Do not worry if the child does not produce good copies of your action.

2. If the child develops a special liking for some toy in the course of the activity, help to keep it special by storing it away when you have finished.

3. Sit, holding the child from behind, if this closer contact brings better results.

RECORD-KEEPING

Use a diary or day-sheet (p. 286).

MOVING ON

Move on when the child is able to strike the objects together of his own accord. Look at ...

... similar activities on pages 107-110

... other non-verbal activities (87, 119, 133)

... recognition of sounds (p. 143-156).

LESS DIFFICULT ACTIVITIES

If the child does not begin to play with the two objects together, look at more simple ways of manipulating objects (p. 87, 119, 133).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Materials for stretching and tearing.

AIM

The child will learn that some objects can be stretched out and that a few of them can be torn.

SUITABILITY

The activity is suitable for children who ...

- ... pick up objects and look at them closely
- ... deliberately knock two objects together
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not pick up objects
- ... have moved on to more advanced levels of play, such as make-believe.

MATERIALS

Newspaper, pieces of cloth, woollen clothing or other clothing which is springy.

PROCEDURE

You could introduce tearing and stretching by placing one end of the material in the child's hand and the other in your own. Pull to stretch or rip the material. Increase the child's interest by showing surprise and by talking about what is hepping.

Encourage any attempts he makes to pull and tear of his own accord.

TEACHING HINTS

1. Do not leave important papers lying around.
2. The child may not be able to take part in the tug-of-war which is suggested above. In that case, show him what can be done, or take his hands and guide him through the action.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on when the child stretches or tears things of his own accord. Discourage tearing by finding more interesting activities to take its place.

Look at ...

... make-believe play (p. 171-178)

... recognition of sounds (p. 143-156)

... imitation (p. 157-170).

LESS DIFFICULT ACTIVITIES

If the child does not begin to take an interest in pulling and stretching materials, look at more simple ways of handling objects (p.111-123).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Handling objects. Filling and emptying containers.

AIM

The child will fill containers with a variety of substances.

SUITABILITY

The activity is suitable for children who ...

- ... pick up objects and look at them closely
- ... deliberately knock two objects together
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not pick up objects
- ... have moved on to more advanced levels of play, such as make-believe.

MATERIALS

Containers: cups, bowls, jugs, boxes.
Substances for placing in containers: sand, water, buttons, bricks, Unifix, small toys, beads.

PROCEDURE

Work with materials which you think will interest the child.

Show him that substances can be dropped or poured into a variety of containers.

Encourage him to take part, help him if necessary, and praise any attempts that he makes.

Ten minutes can be spent on this activity at any one time.

TEACHING HINTS

1. You may decide to use a spoon to transfer substances into the containers. Do not be surprised if the child cannot do this.

RECORD-KEEPING

Use a diary or day-sheet (p. 286).

MOVING ON

Move on when the child places substances inside containers during free play.

Look at ...

... make-believe play (p. 171-178)

... recognition of sounds (p. 143-156)

... imitation (p. 157-170).

LESS DIFFICULT ACTIVITIES

If the child does not begin to take an interest in filling and emptying containers, look at more simple ways of handling objects (p. 111, 123).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Behaving purposefully. Objects that can be held in the hand.

AIM

To encourage the child to hold interesting objects.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... are clearly awake and responsive
- ... do not understand language yet
- ... are in the early part of Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who are ...

- ... so profoundly handicapped that they seem to be asleep.

MATERIALS

Hand-shaken musical toys
Light percussion instruments
Mirror
Dolls, cars, or any other favourite toys.

PROCEDURE

Show one of the toys to the child in as many ways as possible:

let him hear any sounds it makes
let him see its movement, or bright colours or striking pattern, or prominent parts
let him feel the toy.

Encourage any movement which suggests that the child is trying to hold the toy deliberately.

This activity can last for five to ten minutes at a time.

TEACHING HINTS

1. The aim of this activity is very simple indeed - you just want the child to hold the toy.

   Reaching out for it is more difficult, and appears later in the book (p. 113).

2. Guide the child's hands onto the toy if necessary. Gradually fade out this help until he himself closes his fingers over it.

3. Make allowances, of course, for physically-handicapped children who do not have a good hand-grip.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on to activities on reaching (p.113, 115, 117) when the child holds things in a deliberate way.

LESS DIFFICULT ACTIVITIES

If the child does not begin to grasp objects with any sense of purpose, look at ...

... activities for stimulating the sense of touch (p. 51-58)

... activities for stimulating his vision (p. 43-50)

... activities for stimulating his hearing (p. 28-42).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Behaving purposefully. Reaching for objects.

AIM

The child will reach out to grasp objects that he wants.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... hold or pick up objects
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for ...

- ... some children who are severely physically handicapped
- ... children who are so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Hand-shaken musical toys
Lightweight percussion instruments
Mirror
Dolls, cars, or any other favourite toys.

PROCEDURE

Play with the child, using a toy you want him to reach for. Make it 'walk' or roll along near him, and make any sound effects (such as animal and vehicle noises which you think will catch his interest).

After a little, place it at the limit of his reach along the floor or table.

If he makes a complaining sound, that is good as he is communicating! However, encourage him to reach for the toy, helping him if necessary by bringing it nearer him or by bringing his arm out to it.

When he gets the idea of the activity, gradually place it beyond his reach so that he has to try harder before he can grasp it.

TEACHING HINTS

1. Encourage any efforts the child makes to reach out for the object.

2. It may help to keep some objects especially for this activity and to store them away afterwards.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on to some of the harder pre-verbal activities between pp. 79 and 142 when the child reaches (of his own accord) for things that he wants.

LESS DIFFICULT ACTIVITIES

If the child does not begin to reach out for objects, look at ...

... activities for stimulating his vision (p. 43-50)

... activities for stimulating his hearing (p. 28-42)

... activities for stimulating his sense of touch (p. 51-58)

... activities for stimulating his sense of movement (p. 59-68).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Behaving purposefully. Reaching out to be lifted.

AIM

The child will hold out his arms to be lifted.

SUITABILITY

The activity is suitable for children who ...

- ... are clearly awake and responsive
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who are ...

- ... so profoundly mentally-handicapped that they seem to be asleep.

The activity will have to be adapted for children who are so severely physically handicapped that they cannot hold out their arms.

MATERIALS

None

PROCEDURE

DO NOT ATTEMPT TO LIFT THE CHILD IF YOU ARE LIKELY TO INJURE HIM OR YOURSELF.

Approach the child as if you are going to pick him up. This will probably happen several times in the course of a normal day.

Wait to see if he makes any movement which suggests that he knows he is going to be lifted. If he does, show him that you are pleased and lift him up directly.

Next time, wait until his movement is slightly more obvious before you act. Very gradually, draw the child out to the kind of action you want from him. A physically-normal child should be able to stretch out his arms, but a spastic child may be capable of much less movement.

Read Nancy Finnie's (1974) book for advice on handling spastic children.

TEACHING HINTS

1. Treat any sounds the child makes during this activity as if * they are attempts to make you act. Later you may be able to shape them into words,

2. Show the child that you are pleased if he pulls at your clothing rather than reaches out. This is quite an advanced form of communication.

RECORD-KEEPING

Use a diary. Note the date when you begin this activity. Note any significant changes afterwards.

MOVING ON

If the child does hold out his hands to be lifted, try some of the more difficult pre-verbal activities between pages 79 and 142.

Also, look at 'Imitation', page and 'Recognition of Sounds', page 143-156.

LESS DIFFICULT ACTIVITIES

If the child does not hold out his arms to be lifted, try a more simple activity for helping him to reach for things (p. 111-114).

REFERENCE

FINNIE, N.R. (1974) Handling the young cerebral palsied child at home London: Heinemann.

* For a more advanced use of as if behaviour by adults see page 198).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Behaving purposefully. Reaching for food.

AIM

The child will reach out to obtain food and drink.

SUITABILITY

The activity is suitable for chiidren who ...

- ... can take a hold of objects
- ... pick up toys near them
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Pieces of solid food, e.g. bananas or cake
Softer food (in a bowl), eaten with spoon
Drink in a cup.

PROCEDURE

MAKE SURE THAT IT IS SAFE TO FEED THE CHILD THE FOOD YOU INTEND TO USE.

Carry out this activity at some appropriate time such as the mid-morning break. Place the food just within the child's reach. If using soft food in a bowl, put the spoon in his hand.

Encourage any movement which suggests that he is trying to reach for the food. Praise his efforts, and help him if necessary by bringing the food nearer his hand. Help him to hold spoons or drinking mugs.

Gradually fade out assistance until the child does all the reaching of his own accord.

TEACHING HINTS

1. This is not an exercise in learning to feed. Help the child in any way on the 'return journey' from food to mouth.

   For advice on feeding see 'Starting Off' (by Kiernan, Jordan and Saunders, 1978).

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

There is no point in continuing with this exercise after the child has managed it successfully a few times.

Discover if he will make vocal sounds in addition (or instead of) pointing (p. 121).

LESS DIFFICULT ACTIVITIES

If the child does not attempt to reach out for food, make sure that he has had experience of picking up objects and handling them (p. 111-114).

REFERENCE

KIERNAN, C., JORDAN, R. and SAUNDERS, C. (1978) Starting Off London: Souvenir Press.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Behaving purposefully. Toys on strings.

AIM

The child will use strings attached to toys to bring them to him.

SUITABILITY

The activity is suitable for children who ...

... reach out for objects

... do not understand language yet

... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

... are not grasping objects of their own accord.

MATERIALS

Any small toys which can be pulled along on a string.

PROCEDURE

Make sure the child has seen you pulling along and reeling in, objects tied to a string.
Sit with the child. Place the string in his hand and help him to reel in the string.
Encourage any movement he makes which brings the object nearer to him.
Give less assistance as the child's performance improves.

TEACHING HINTS

1. The string will be one of the first tools the child has come across. Shorten it if he does not get the idea.

2. Change the toy for a possibly more attractive one if he shows little interest in the activity. A brighter toy, a favourite one or one which makes a sound may help.

3. Change the thickness of string if the original one is difficult to grasp.

4. Talk to the child about what is going on.

   Phrases like 'Here it comes!', 'Pull! Pull!' or 'See the car!' would be suitable.

RECORD-KEEPING

Use a day-sheet (p.286).

MOVING ON

Move on when the child clearly understands that he can use the string to pull objects towards him.
Look at some of the harder non-verbal activities between p. and .
Look also at 'Recognition of sounds' (p. 143-156) and 'Imitation' (p. 157-170).

LESS DIFFICULT ACTIVITIES

The child may have trouble realising that he can use string to pull objects towards him. If so, try the rather easier activities which appear on p. 111-114.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Behaving purposefully. Pointing or calling out for a purpose.

AIM

The child will point or produce sounds to indicate that he wants something.

SUITABILITY

The activity is suitable for children who ...

- ... take a hold of objects
- ... pick up objects near them
- ... reach out to pick up things they want
- ... do not understand language yet
- ... are at Stage 2 (p. 18.) of our scheme for the development of communication.

The activity will also be suitable for some alert, but severely physically-handicapped children who are unable to grasp or pick up.

The activity is not suitable for children who ...

- ... are so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Attractive toys
Food or drink

PROCEDURE

The activity is a development of the basic reaching activity (p. 113) and the reaching-for-food exercise (p. 117).

Place the toy or food just outside the child's reach. If he stretches out his arm to its full extent, give the object to him.

If he is very badly physically handicapped, decide on some other movement than 'arm to full extent'. A steady gaze in the right direction may be suitable.

Gradually move the object further away from the child so that he has no chance of being able to stretch to it. Immediately reward any reaching toward the object by bringing it to him.

Give special encouragement to any sound the child makes when pointing to the object (or looking at it, in the case of the severely physically handicapped).

Once you know that he will make a sound, wait until you hear one on future occasions. Later on you may be able to shape this into a word (p.214).

TEACHING HINTS

1. Don't set too high standards too soon. Progress very slowly or you may discourage the child.

2. If the child points quite successfully with the whole arm, mould his hand into the normal adult fore-finger point. Make sure that he sees you pointing to things also. He may copy you eventually.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

Move on when you are confident that the child is pointing in the direction of things that he wants, or is making sounds to indicate that he wants something.

Try some of the harder pre-verbal activities between p. 79 and142. Also, look at 'Imitation' (p.157-170) and 'Recognition of Sounds' (p. 143-156).

LESS DIFFICULT ACTIVITIES

If this activity is too difficult for the child, make sure that ...

... he can reach out towards things that he wants (p.113)

... he has had experience of picking up objects and handling them (p. 89-106).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Making things happen. Knocking down towers of bricks.

AIM

The child will knock down towers of bricks of his own accord.

SUITABILITY

The activity is suitable for children who ...

- ... are responsive, and interested in the world
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Building-bricks
Stacking cups
Any similar materials which can be built into an unstable tower.

PROCEDURE

Play with the child to show him how the bricks can be built into a tower.
When it is five or six bricks high, push it over. Make sure you have the child's attention. Make the event as interesting as possible by talking about it (e.g. "Here it comes!).
Encourage any attempt the child himself makes to join in the activity. If necessary, guide him through the action of knocking down the tower in the early stages.
Children will play at this activity for a long time. However, five minutes of it at a time may be enough if you want to sustain their interest.

TEACHING HINTS

1. Let the bricks fall on a padded surface (or stop the activity) if the child shows distress.

2. Let the bricks fall on a metal tray if the child does not show much interest.

RECORD-KEEPING

Use a day-sheet (p. 286).

MOVING ON

Move on when ...

... the child will knock down the tower of his own accord

Move to other cause and effect exercises (p. 125-132).

Look also at other pre-verbal sections (e.g. between pages 79 and 142.

LESS DIFFICULT ACTIVITIES

If the child does not knock down towers of bricks of his own accord, look at ...

... activities for developing reaching (p. 111-114)

... activities for developing the child's ability to manipulate objects (p. 79-94).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Making things happen. Producing interesting sights and sounds.

AIM

The child will produce interesting sights and sounds deliberately.

SUITABILITY

The activity is suitable for children who ...

- ... reach out for objects
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Toys which make interesting sounds: rattles, bells, drums, plastic or tin containers holding peas, rice or barley.
Toys which are interesting to look at when struck: streamers on sticks, Fisher Price Activity Centre, coloured balls.
Water-tray, sand-tray.

PROCEDURE

Play with the child to show him the interesting events which can be made to happen when the materials are acted upon. Here are some examples:

Type of action	Events caused by it
patting	tambourine will sound
shaking	rag-doll's hair will move about, rattle will sound
exploring by hand	balloon will squeak
hitting	water will splash sand will move about ball will roll
heel-kicking (when lying on back)	newspaper placed under the feet will crackle.

Encourage any attempt the child himself makes to play with the toys.
If necessary, give him some help to carry out the actions more easily.
Up to ten minutes of this activity can be undertaken at any one time.

TEACHING HINTS

1. This activity is a natural extension of some of the exercises recommended for profoundly mentally-handicapped children. However, your aim now is to let the child discover that there are reasons why interesting events take place.

2. Talk to the child about what is going on, to keep the activity interesting.

3. The equipment may remain interesting for a longer time if it is packed away when not in use.

RECORD-KEEPING

Use a day-sheet (p. 286).

MOVING ON

Move on when ...

... the child picks up toys and plays with them of his own accord

... the child loses interest in the activity.

Look at p. 123 and 132 for other 'cause and effect' exercises.
Look at the harder activities of other pre-verbal sections between p. 79 and 142.

LESS DIFFICULT ACTIVITIES

If the child does not begin to play with toys (and other objects) of his own accord, look at ...

... activities for developing reaching (p. 111-114)

... activities for developing the child's ability to manipulate objects (p. 79-94).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Making things happen. Simple percussion instruments.

AIM

The child will produce interesting sights and sounds deliberately.

SUITABILITY

The activity is suitable for children who ...

- ... reach out for objects
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are so profoundly mentally-handicapped that they appear to be asleep.

MATERIALS

Small toys suspended on strings. Bright attractive toys and the following sound-producing ones are suitable: commercially-produced rattles and bells; home-made items such as plastic or tin containers, holding peas, rice or barley.
Crossbar or suspended net to which the strings are attached.

PROCEDURE

Play with the child showing him how the toys can be made to move or sound by striking them.
Encourage any attempt he himself makes to play with the toys.
If necessary, give him some help by guiding his arm through the motions of reaching and striking.
Try attaching an elastic cord from the child's wrist or ankle to the toy to make it move or sound more easily.
Five to ten minutes of this activity will be sufficient at any one time.

TEACHING HINTS

1. This activity is a natural extension of 'Dangling Toys ' (p. 93). However, your aim is now to let the child discover that there are reasons why interesting events take place.

2.

2. Talk to the child about what is going on, to keep the activity interesting.

3. The toys may remain interesting for a longer time if they are packed away when not in use.

RECORD-KEEPING

Use a day-sheet (p.286).

MOVING ON

Move on if ...

... the child hits out at the dangling toys of his own accord

... the child loses interest in the activity

... the child continually prefers to handle or chew the toys rather than strike them.

Look at p. 129-132.

LESS DIFFICULT ACTIVITIES

The child may not hit out at the toys even if you help him and even if you have done your best to make the toys attractive.
Try the simpler version of this activity which appears on p. 93.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Making things happen. Large toys on wheels.

AIM

The child will understand that the toys will move if he kicks them along.
The child will understand that his sounds or gestures will make an adult move the toys for him.

SUITABILITY

This activity is suitable for children who ...

... are responsive, and interested in the world

... do not understand language yet

... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

... are so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Tyre-on-wheels, large trucks and trains on which the child can sit, go-carts. Details of commercially-made equipment appear in the catalogues of makers of educational equipment (e.g. E.J. Arnold, ESA, Galt).

PROCEDURE

Take the child for a ride on one of the toys.
Make the activity interesting by talking about what is happening, and varying the speed and direction of movement.
Stop after a few seconds, when the child is clearly enjoying the activity.
Re-start if he makes some noise or gesture which seems to be 'telling' you to begin again.
Encourage any attempts the child makes to re-start the toy himself.
Five to ten minutes at a time are enough to spend on this activity.

TEACHING HINTS

1. Pull the toy along from the front if you think the child does not understand you are pushing it from the back.

2. Quite severely mentally-handicapped children sometimes enjoy this kind of activity. It is really just stimulation of the sense of movement for them, but look out for any unusual sounds or movements they may make when you stop.

RECORD-KEEPING

Keep notes in a diary or on a day-sheet (p.286).

MOVING ON

Move on when ...

... the child is able to make the toys (and himself) move by kicking against the floor

... the child gestures or calls out as if he wants you to restart the activity.

Move to ...

... some of the more difficult pre-verbal activities (e.g. 87, 109, 121, 135-142)

... activities dealing with imitation (p.157-170)

... recognition of sounds (p.143-156).

LESS DIFFICULT ACTIVITIES

Children who make no attempt to propel themselves can still benefit from experience of the sense of movement. They can be taken for trips round the room or the playground. Older, more able children may enjoy the responsibility of doing this for you.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Making things happen. Simple mechanical toys.

AIM

The child will operate simple mechanical toys of his own accord.

SUITABILITY

The activity is suitable for children who ...

- ... reach out to pick up things
- ... explore objects by hand and eye
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Musical boxes made to play by a downward pull on a string.
Musical boxes made to play by turning a simple knob-wind.
Musical boxes which play when the lid is lifted.
Wooden manikins and animals which wave their legs by means of a string-pull.
Jack in the Box.
Pop-up Toy.

PROCEDURE

Select a toy which you think the child will like.
Make sure that he has the ability to make it work - the knob-wind musical box can be difficult.
Play with the child, showing him how it works.
Encourage any move he makes to operate it of his own accord.
Help him make the required action if necessary.
Continue to help him for a little even after he has made his first successful attempt.

TEACHING HINTS

1. Don't stop at one toy. Teach the child to use a variety of them.

2. Talk about the activity to make it more interesting.

3. Look out for signs that a child has copied another child (or an adult) by operating a mechanical toy in an unusual way (e.g. turning the knob-wind of a music box in his teeth). This could indicate better imitative ability (p. 157-170) than the child has been credited with previously.

RECORD-KEEPING

Use a diary or day-sheet (p. 286).

MOVING ON

Move on when the child can operate a few simple mechanical toys of his own accord.
Move to activities on imitation (p. 157-170), recognition of sounds (p. 143-156), and preparation for words (p. 179-191).

LESS DIFFICULT ACTIVITIES

If the child does not begin to operate a few toys of his own accord, even with help, return to simpler activities (p. 123-130).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding the positioning of objects. Watching fast-moving toy cars.

AIM

The child will learn that objects can appear in different places.

SUITABILITY

The activity is suitable for children who ...

- ... are alert and responsive
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are so profoundly handicapped that they seem to be asleep
- ... are blind.

MATERIALS

Toy cars, especially those which move quickly because of a motor, a spring or a flywheel.

PROCEDURE

Make sure you have the child's attention.
Let the car run across the floor, and encourage the child to watch it.
If he does watch it, let it run behind a box, chair or other large object. Encourage any move he makes to follow it or look for it when it has gone out of sight.
Five minutes are sufficient to spend on this activity at any one time.

TEACHING HINTS

1. A car which makes a distinct sound will probably hold the child's interest more powerfully.

2. Join in the activity of looking for the car yourself, to sustain the child's interest.

RECORD-KEEPING

Use a day-sheet (p.286).

MOVING ON

Move on when the child is clearly taking an interest in movement occurring round about him, and outside.

Look at other activities concerned with ...

... positioning and connections (p. 135-142)

... other non-verbal activities (e.g. p.87, 105, 113).

... recognition of sounds (p. 143-156).

LESS DIFFICULT ACTIVITIES

If necessary, bring the child nearer to the path of the car, and use an assistant to turn his head so that his gaze follows its movement.

Use a car that does not travel too quickly, and do not let it travel all the way across the floor.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding the positioning of objects. Sounds from hidden objects. (Another version of this activity appears on p.151).

AIM

The child will find a toy by listening for the sound it makes.

SUITABILITY

The activity is suitable for children who ...

- ... are responsive
- ... explore their surroundings
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... have a severe hearing loss
- ... are so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Musical boxes, small transistor radios, any other clockwork or battery-powered toys which produce a sound.
Cloth or cardboard box under which the toys can be hidden.

PROCEDURE

Switch on the toy after hiding it under the cloth or box. The cloth or box should be near the child if he is hard of hearing or if he does not move about very much.

Draw his attention to the sound and pretend to look for it. 'Find' it quickly in the early stages of the activity.

Encourage the child to look for the toy too. Help him as much as he needs. Show him that you are pleased when he uncovers the toy. Fade out your help as he becomes better at uncovering the toy.

Later, begin to hide it in more out-of-the-way locations.

TEACHING HINTS

1. Don't make the exercise too difficult too quickly. The main thing for the child to learn is that sounds come from a source.

RECORD-KEEPING

Use a day-sheet (p.286).

MOVING ON

When the child can find sounding objects without difficult, move to ...

... pages 137-142 for other activities concerned with the position of things

... pages 109, 125, 131 for harder pre-verbal activities of various kinds

... pages 143-156 for exercises on recognition of sounds.

LESS DIFFICULT ACTIVITIES

If the child does not begin to search for hidden, sounding objects, look at ...

... some of the easier sound-recognition activities (p. 143-156)

... activities for catching and holding his attention (p. 79-86).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding the positioning of objects.
Movement caused by the pull of gravity.

AIM

The child will learn that objects will fall, or will move downwards when they are not supported.

SUITABILITY

The activity is suitable for children who ...

- ... can pick things up with their fingers
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are very unresponsive.

MATERIALS

"Slinky" (a coiled spring that 'walks' downstairs)
Plastic people and animals designed to walk down a slope
Marbles
Toy cars
A short plank of wood
'Down' Box (p. 206).

PROCEDURE

Let the child see the Slinky toy walking downstairs or down the steps of a chute.
Let him see other toys slowly rolling down the plank of wood which has been raised at one end to form a slope.
Let him see toys rolling into the Down Box
Encourage any attempt he makes to roll the toys of his own accord, or to help you roll them
Five to ten minutes of this activity at a time should be sufficient.

TEACHING HINTS

1. Talk about the activity, and make 'sound-effects' with your voice, to sustain the child's interest in what is going on.

RECORD-KEEPING

RECORD-KEEPING

Make notes in a diary or use a day-sheet (p.286).

MOVING ON

Move on when the child takes part in any of the activities (or any similar ones in which dropping occurs).

Look at ...

... other non-verbal activities (e.g. p. 109, 125, 131)

... imitation (p.157-170)

... understanding of sounds (p. 143-156).

LESS DIFFICULT ACTIVITIES

If the child shows no interest in making or watching objects fall, look at ...

... activities for helping the child to take an interest in moving objects (p. 133)

... activities for developing reaching (p. 111-114)

... activities for developing the child's ability to manipulate objects (p. 89-105).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding the positioning of objects. Building towers.

AIM

The child will learn that objects can support each other.

SUITABILITY

The activity is suitable for children who ...

... can pick things up with their fingers, especially if they can work with both hands

... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

... are very unresponsive.

MATERIALS

Building-bricks in wood (preferably) or plastic Stacking-cups.

PROCEDURE

Help the child to build a tower of three or four bricks.

Talk about the activity to keep up his interest. Don't worry if the child cannot build very well in this activity. The aim is to show him that one object can support another.

Encourage any attempt he makes to carry out the activity of his own accord.

This activity can last for ten minutes at a time.

TEACHING HINTS

1. Do not use materials which are very awkward for the child to handle. For example, plastic bricks should be avoided if you have wooden ones.

2. Let the child knock down the towers that you build. This helps to prolong interest in the activity.

RECORD-KEEPING

Use a day-sheet (p.286).

MOVING ON

Move on when the child tries to join in the activity of his own accord, especially if he is succeeding.

Look at ...

... other non-verbal activities (between p. 79 and 142)

... imitation (p. 157-170)

... understanding of sounds (p. 143-156).

LESS DIFFICULT ACTIVITIES

If the child does not begin to show any interest in the activity look at ...

... activities to help him reach for things (p. 111-114)

... activities to catch and hold his attention (p. 79-86, 133).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding the positioning of objects. Postboxes, pegboards and formboards.

AIM

The child will learn that objects can fit inside each other.

SUITABILITY

The activity is suitable for children who ...

- ... can pick things up with their fingers
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are very unresponsive
- ... have very poor concentration.

MATERIALS

Posting-boxes for shapes
Peg-boards
Formboards
Hammer-pegs
Wooden railway-track

PROCEDURE

Show the child that the various inserts will fit inside their boards and boxes.

Encourage him to take part and praise any attempts he makes.

Help him as necessary. This activity is simply to show that objects can fit inside each other. It is not an exercise in hand-eye co-ordination at this stage.

Ten minutes can be spent on this activity at any one time.

TEACHING HINTS

1. Most formboards and posting-boxes are too difficult to be of any use without careful supervision. Encourage any interest the child shows in dropping things into containers or sticking things through holes.

RECORD-KEEPING

Keep notes on a day-sheet (p.286).

MOVING ON

When the child deliberately puts objects inside objects and joins objects together in his free play, move on to ...

... other non-verbal activities - there is a wide selection between pages 79 and 142

... imitation (p. 157-170)

... recognition of sounds (p. 143-156).

LESS DIFFICULT ACTIVITIES

If the child does not begin to play at fitting objects into each other, look at ...

... more simple ways of manipulating objects (p. 89-108, 133).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Recognising and understanding sounds. Outdoor sounds.

AIM

The child will become aware of a wide range of sounds in his environment.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... do not understand language yet
- ... are at Stage 2 (p. 18) in our scheme for the development of communication.

The activity is not suitable for children who are so profoundly mentally-handicapped that they appear to be asleep.

MATERIALS

None.

PROCEDURE

In this activity you can simply draw the child's attention to sounds that can be heard when you go out for a walk in your neighbourhood.
Birdsong, a lighthouse foghorn, falling rain, the squeal of brakes from a bus, police and fire sirens, the bark of a dog, and the 'green man' Pelican-crossing are all typical examples.
If necessary you can draw the child's attention to the sound, using short sentences such as 'What a noisy bus', 'Hear the bird?' and 'Here's the fire-engine'.
You can also produce outdoor sounds that may interest the child visually as well as aurally. Dropping a stone in a pool and kicking autumn leaves are examples.

TEACHING HINTS

1. Use short sentences when you are pointing out things to the child. Three or four words to a sentence is long enough.

RECORD-KEEPING

Occasional notes in a diary will be sufficient.

MOVING ON

If the child is clearly interested by the sounds he hears, look at ...

... harder sound-recognition exercises (p. 145-156)

... activities for developing thinking (between p. 79 and 142)

... imitation (p. 157-170).

LESS DIFFICULT ACTIVITIES

Some children will be so severely handicapped that they will not show any interest in the sounds that can be heard outdoors. All the same, taking them outside will do no harm unless they are very frail, and the change of surroundings may even awaken their interest.
Activities for stimulating the sense of hearing of the most profoundly handicapped children appear on p. 28 - 78.

ACTIVITIES FOR DEVELOPING COMPREHENSION

ACTIVITY

Recognising and understanding sounds. Musical and noise-making toys.

AIM

The child will become aware of a wide range of sounds in his environment.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who are so profoundly mentally-handicapped that they appear to be asleep.

MATERIALS

Musical boxes, Christmas mobiles, clockwork vehicles and animals, battery-powered vehicles and animals.

PROCEDURE

Set the toys in motion.
Imitate the sounds that they are making (when this is possible).
Draw attention to the sound by cupping your hand to your ear and saying 'Listen!' or 'Here it is!' just before you switch it on. If you like, build up an atmosphere of playful suspense before releasing the toy.
Watch what the child does when the toy has stopped. Does he ...

- ... 'tell' you, by becoming agitated, to restart it
- ... hand the toy to you
- ... try to restart it himself?

Show him that you are pleased if he makes any of these signs.

TEACHING HINTS

1. The answers to the three questions at the end of 'Procedure' will guide you to the child's most

likely level in other pre-verbal activities between p. 79 and 142).

2. If possible, take your lead from the child. When he picks up one of the toys, join him and discover what sounds it can make.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

The activities on p.147-150 are about the same standard as this one.

If the child is able to make the toys sound of his own accord, keep this activity for recreation. Look for new activities among ...

... harder sound-recognition activities (p. 151-156)

... some of the harder activities for developing thinking (e.g. p. 109, 125, 131)

... imitation (p. 157-170).

LESS DIFFICULT ACTIVITIES

This activity will be suitable even for children who are very severely mentally-handicapped. However, look at the activities for stimulating the sense of hearing (p. 28-42) if the child shows little interest.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Recognising and understanding sounds. Simple musical instruments.

AIM

The child will become aware of a wide range of sounds in his environment.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who are so profoundly mentally-handicapped that they appear to be asleep.

MATERIALS

Drum, tambourine, cymbals, flute, whistle, bottle-xylophone.

PROCEDURE

Explore with the child the variety of sounds which can be made when instruments are sounded.

Make drums and tambourines sound loudly and quietly by varying the force with which they are hit. Vary the clarity of sound they make - dull with the heel of your hand and sharp with the finger tips; dull and loud at the centre of the skin, sharp and quiet at the rim. Padded drumsticks produce sounds that are different from the sounds produced by wooden ones.

Show surprise when you 'discover' that one part of a pair of tom-toms produces a higher-pitched note than the other. Similarly, an empty hanging bottle will produce a lower note than a half-full one of the same size. Whistles and flutes can be blown softly or loudly. Cymbals, wood-blocks and castanets produce interesting tone colours. This is principally a 'listening' activity, but encourage any attempt the child makes to join in.

TEACHING HINTS

1. If possible, take your lead from the child. When he picks up an instrument, join him, and discover together what sounds it can make.

2. Put your hands over your ears and look frightened when loud noises are made. Cup your hand to your ear to pretend that this will let you hear quiet ones more clearly.

3. If you use a recorder (or other flute that may screech) cover the thumb hole and the highest three finger-holes with insulating tape. That way it produces a more mellow sound.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

The activities on p. 145-150 are about the same standard as this one. If the child begins to join in and play the instruments, keep this activity for recreation. Look for new activities among ...

... harder sound-recognition activities (p. 151-156)

... some of the harder activities for developing the powers of thinking (p. 109, 125, 131)

... imitation (p. 157-170).

LESS DIFFICULT ACTIVITIES

This activity will be suitable even for children who are very severely mentally-handicapped. However, look at the activities for stimulating the sense of hearing (p. 28-42), if the child shows little interest.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Recognising and understanding sounds. Sounds from household objects.

AIM

The child will become aware of a wide range of sounds in his environment.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... do not understand language yet
- ... are at Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who are so profoundly mentally-handicapped that they appear to be asleep.

MATERIALS

Clock, watch, telephone, doorbell, doorknocker, scissors, shoe-brush, lavatory cistern, kitchen sink.

PROCEDURE

In this activity you will simply draw the child's attention to noises that occur around the house or school. Phrases like 'That's the 'phone'or 'Who's that knocking?'can be used to direct his attention as soon as the sound has occurred.

Encourage the child if he tries to produce sounds by manipulating the objects himself.

TEACHING HINTS

1. Draw the child's attention to the sounds with as few words as possible - three or four word sentences are long enough.

2. Watch out for any signs of frustration if the child cannot operate the objects effectively. Divert his attention to something else.

3. If possible, take your lead from the child. When he picks up one of the objects, join him and discover what sounds it can make.

RECORD-KEEPING

Occasional notes in a diary should be sufficient.

MOVING ON

The activities on p. - are about the same standard as this one. When the child is exploring the use of everyday objects of his own accord look for new activities among ...

... harder sound-recognition activities (p. 151-156)

... some of the harder activities for developing thinking (p. 109, 125, 131)

... imitation (p.157-170).

LESS DIFFICULT ACTIVITIES

If the child does not begin to take much interest in the sounds that are being produced round about him, look at ...

... activities for stimulating his hearing (p. 28-42, 143-148).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Recognising and understanding sounds. Sounds from hidden objects (see p.135 also).

AIM

The child will find hidden objects by listening for the sounds they make.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... understand little or no language yet
- ... have difficulty with 'permanence' (watching and finding) activities on p. 79-88
- ... are at Stage 2 (p. 18) in our scheme for developing communication.

The activity is not suitable for children who are so profoundly mentally-handicapped that they seem to be asleep.

MATERIALS

Toys and household objects (such as clocks) which produce a distinctive sound.
Screens: large cardboard boxes, pieces of cloth.

PROCEDURE

A. Make a toy (e.g. a squeaky rubber duck) sound behind the child when he is not looking. Encourage any move he makes to turn round and reach for it.

B. Cut one side from a large cardboard box. Sit in front of the child and make a squeaky toy (or some other object) sound inside the box. Encourage the child to look for it by talking to him and by squeezing the toy occasionally.

Praise any efforts that he makes.

If necessary, give some help. Show him that the box can be lifted. Or, let him see part of the sounding object to encourage him to reach for it. If this works, gradually make the object more difficult to find, until it is hidden completely.

C. Hide objects in various parts of the room. Use objects which are powered by electricity or clockwork so that they can produce sounds without you being there to squeeze, strike or blow them. Here are some examples ...

... a clock with a loud tick
... an alarm clock
... a musical box
... the barking dog from the 'Basil Brush Show'
... a portable radio or tape-recorder

Draw the child's attention to the sound and encourage him to look for it. Join him in the search; if necessary, help him so that he finds it fairly quickly at first.

Talk about what you are doing to sustain his interest.

TEACHING HINTS

1. Use sounding objects which are likely to interest the child.

2. Do not talk too much during the activity - just enough to hold his interest. Sentences of three or four words will be sufficient.

3. If you see signs of frustration or boredom, let the child find the object quickly.

4. Five to ten minutes at a time will be sufficient to spend on this activity.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

When the child carries out Activity A, move to Activity B, and from it to Activity C.
Then look at ...

... other activities for developing recognition of sounds (p. 143-156)

... some of the harder activities for developing thinking (eg. p. 109, 125, 131)

... imitation (p. 157-170).

LESS DIFFICULT ACTIVITIES

If this activity is too difficult for the child, look at ...

... activities in which he has to listen rather than react (p. 143-149)

... activities which will help to catch and hold his attention (p. 79-86, 133).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Recognising and understanding sounds. Associating objects with the sounds they produce.

AIM

The child will recognise the sound of a familiar object when he hears it on tape.

SUITABILITY

The activity is suitable for children who ...

- ... take an interest in their surroundings
- ... understand little or no language yet
- ... have reached Stage 3 (p. 20) or have advanced well into Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... would have difficulty with the activities on p. 143-152.

MATERIALS

Tape-recorder
Musical instruments and other sound-producing objects which the child is able to operate, and whose sounds he likes.

PROCEDURE

Make tape-recordings lasting at least 30 seconds of the objects you have decided to use.
Show the child that you want him to sound the first object that appears on the recording. Sound it yourself if that will help.
Stop him after a few seconds and switch on the tape-recorder. Sound the instrument yourself along with the tape-recording. Give the instrument to the child and encourage him to join in.
Switch off the tape-recorder, then repeat the activity several times more.
When the child joins in the activity with little encouragement, add the recording of another instrument after the recording of the first one. Repeat the process with this instrument.
When the child is happy to sound the second instrument also, return to the tape-recording of the first instrument.

Put both instruments in front of him and switch on the tape-recorder. Encourage the child to join in, and praise him if he picks up the correct instrument. If he does not, give him the correct one and praise him if he then plays it.
Advance to the change of instrument on the tape and switch off. Replace the first instrument on the tape and switch on again.
Encourage the child to join in and praise him if he picks up the correct instrument. If he does not, give him the correct one and praise him if he now plays it.
Other instruments can be added as the child's ability increases.

TEACHING HINTS

1. Make your first tape-recordings quite lengthy, to save rewinding too often in the course of the activity.

2. Leave a silent gap of a few seconds between the recordings of different instruments on the tape. That will help you find good starting points more easily when you rewind.

3. Do not rush ahead too quickly with this activity. Five minutes at a time will be enough.

RECORD-KEEPING

A day-sheet (p. 286) would be suitable.

MOVING ON

When the child is able to reach for instruments that he hears on tape, look at ...

... imitation (p. 157-170)

... understanding words (p. 179-191).

LESS DIFFICULT ACTIVITIES

If this activity is too difficult for the child, spend more time on the easier activities of the section (p. 143-152).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Recognising and understanding sounds. Associating sounds with models and pictures.

AIM

The child will associate pictures and models of real objects, animals and people with the sounds made by them.

SUITABILITY

The activity is suitable for children who ...

- ... look through pictures books with an adult
- ... play with small models such as farmyard animals and motor cars
- ... have little trouble with sound association (p.153)
- ... have little trouble with 'Fun Sounds' (p.168)
- ... seem to understand a few words
- ... are far into Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... take little or no interest in sounds produced by toys, musical instruments, machinery, animals and other things in their surroundings.

MATERIALS

Pictures, photographs and models of a variety of common animals.
Photographs of members of the child's family.
Photographs of the children and adults at school.
Pictures, photographs and models of vehicles.
Pictures, photographs and models of common objects (e.g.a telephone) which have a distinctive sound.

PROCEDURE

Prepare tape-recordings of voices and sounds which you think will interest the child.

A. Play the first voice or sound and bring the child's attention to it. Show the child the object, picture or photograph which has made the sound. Use few words - 'Look!' or 'It's Daddy!' may be enough.

   Show that you are pleased if the child makes any signs of recognition, especially if he reaches out to the picture or model.

   Switch off the machine.

   Repeat this several times within about five minutes.

B. On subsequent days, introduce new voices or sounds.

Briefly point out the names of the objects, animals or people. Do not add too many too quickly.

Do not put two or three models or pictures in front to the child and ask him to choose which one is making the sound - that comes later.

C. Now you can try to see if the child can match picture or model to sound.

Choose the easiest examples you can imagine to give the child the best chance of success. For example, you could have a tape-recording of his mother's voice and photographs of his mother and a police car.

If he gets the idea of looking at, pointing to, or reaching for the correct photograph, you can try more pairs of photographs, and later move to three or four.

If he does not get the idea, stay at Stage B. Give him plenty of opportunity to associate sounds with photographs (pictures and models), but do not confuse him by asking him to make a choice just yet.

TEACHING HINTS

1. Polaroid or Kodak instant cameras are an easy means of collecting photographs for this activity.

2. Be honest about the quality of your tape-recording. Discard examples which are not good enough, and try again. Radio and TV can be good sources of sound-effects.

3. Make your first tape-recordings (for Stages A and B) quite lengthy. This will save a lot of rewinding. The examples can be shorter at Stage C.

4. Line-drawings, even outline-drawings, may be clearer to understand than some photographs or pictures. Experiment with them if the child does not seem to understand ordinary pictures or photographs. This applies with partially-sighted children too.

RECORD-KEEPING

Notes in a diary may be sufficient, though a day-sheet would probably be better.

MOVING ON

Children who tackle Stage C of this activity successfully can move to ...

... imitation (p. 157-170)

... understanding words (p. 179-197).

LESS DIFFICULT ACTIVITIES

If this activity is too difficult for the child, spend more time on the easier activities of the section (p. 143-154).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Imitating actions. Simple actions with objects.

AIM

The child will copy actions that he sees other people perform.

SUITABILITY

The activity is suitable for children who ...

- ... pick up objects and examine them closely
- ... knock objects together, or take part in some other simple kinds of play
- ... may already have copied the actions of another child
- ... have reached Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not pick up objects of their own accord
- ... are only just beginning to reach out for objects.

MATERIALS

Various small objects found in most classrooms.
Specific examples are provided in 'Procedure'.

PROCEDURE

Carry out the activity when the child is in a co-operative mood.
Try to make it seem like a game, not a test.
Five to ten minutes at a time will be sufficient to spend on this activity.
Show the child the activity you want him to copy, and encourage him to take part.
Here are some examples:-

Squeaky toy	:	squeeze the toy by hand
Cup and bead	:	drop the bead into the cup
Handbell	:	shake it
Building bricks	:	stack them; knock a tower over
Ball	:	push/roll it along the floor or table
Rubber ring	:	throw
Stacking cups	:	put one inside the other
Crinkly paper	:	crumple into a ball inside two hands

Hat	:	put on head
Cup and spoon	:	stir
Toy car	:	push along
Flower and vase	:	put flower in vase
Football	:	kick

TEACHING HINTS

1. If the child does not join in he may simply be bored or may not like the activity. However, imitation may just be too difficult for him: this would probably be the case if you found he could not tackle the harder pre-verbal exercises for developing thinking (e.g. p. 109, 125, 131).

2. If the child shows a liking for any materials in particular, make up imitation activities of your own, using these materials.

3. Guide the child's hands through the activity if you think this will help him to get the idea more quickly.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

If the child can carry out this activity, look at

... make-believe play (p. 171-178)

... imitation of visible and invisible gestures (p. 159-162)

... imitation of sounds (p. 166-170)

... understanding words (p. 179-197)

... music and movement (p. 163).

LESS DIFFICULT ACTIVITIES

If the child is unable to imitate actions which are carried out on objects, discover if he can imitate visible or invisible actions (p. 159-162). If these are too difficult look at some of the other non-verbal activities, e.g. p. 87, 99, 127).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Imitating actions. Visible actions.

AIM

The child will copy an action that he can see himself perform.

SUITABILITY

The activity is suitable for children who ...

- ... pick up objects and examine them closely
- ... knock objects together, or take part in some other simple sorts of play
- ... have reached Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not pick up objects of their own accord
- ... are only just beginning to reach out for objects.

MATERIALS

None.

PROCEDURE

Take note of any gestures or movements which the child makes of his own accord, and which he can see when he has carried them out. For example, waving, clapping and sitting cross-legged are actions which he can see.

A. At a time when he is not carrying out any of these actions, perform one of them in front of him several times and encourage him to take part.

   If necessary, give him some help to show that you want him to copy you - for example, move his limbs into position. Show him that you are pleased when the imitation has been made.

B. When the child can successfully imitate visible gestures and movements which you have seen him make, try him with ones which you have not seen him make before. Here are some possible examples:-

   slapping one's own thighs
   rubbing hands together
   finger on nose
   opening and closing fist
   banding and stretching index finger
   drumming hands on table.

TEACHING HINTS

TEACHING HINTS

1. Carry out this activity when the child is in a co-operative mood. If possible, avoid seating him on the opposite side of a table from yourself, and working through the activity as if it were a test.

2. Do not worry if the child does not copy you to order. He may see no point in the activity. However, look out for signs in his free play which suggest that he has been watching, copying and learning from the behaviour of adults and other children.

RECORD KEEPING

Use a diary or day sheet (p. 286).

MOVING ON

If the child copies unfamiliar gestures and movements easily, look at ...

... imitation of invisible actions (p. 161)

... make believe play (p. 171-178)

... imitation of sounds (p. 166-170)

... understanding words (p. 179-197)

... Music and Movement (p. 163).

LESS DIFFICULT ACTIVITIES

If the child does not join in this type of imitative activity, he may simply be not very interested by it. You could check this by watching him at Music and Movement (p. 163) or simple make-believe plays.

However if he shows no signs at all of being able to imitate, return to easier non-verbal activities (e.g. p. 87, 99 and 127).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Imitating actions. Invisible actions.

AIM

The child will copy an action that he cannot see himself peform.

SUITABILITY

The activity is suitable for children who ...

- ... pick up objects and examine them closely
- ... knock objects together, or take part in some other simple kinds of play
- ... may already have copied the actions of another child
- ... have reached Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not pick up objects of their own accord
- ... are only just beginning to reach out for objects.

MATERIALS

None.

PROCEDURE

Take note of any gestures or movements which the child makes of his own accord, and which he cannot see when he is carrying them out. Scratching the top of his head and pulling his ear-lobe are two examples.

A. At a time when he is not carrying out one of these actions, perform it in front of him several times and encourage him to take part.

   If necessary, give him some help to show him that you want him to copy you - for example, move his limbs into position. Show him that you are pleased when the imitation has been made.

B. When the child can successfully imitate invisible gestures and movements which you have seen him make, try him with ones which you have not seen him make before. Here are some possible examples:-

   patting the back of his head
   blinking

opening and shutting the mouth
wrinkling the nose.

TEACHING HINTS

1. Carry out this activity when the child is in a co-operative mood. If possible, avoid seating him on the opposite side of a table from yourself, and working through the activity as if it were a test.

2. Do not worry if the child does not copy you to order. He may see no point in the activity. However, look out for signs in his free play which suggest that he has been watching, copying and learning from the behaviour of adults and other children.

RECORD KEEPING

Use a diary or day-sheet (p. 286)

MOVING ON

If the child copies unfamiliar invisible gestures and movements easily, look at ...

... make-believe play (p. 171-178)

... imitation of sounds (p. 166-170)

... understanding words (p. 179-197)

... Music and Movement (p. 163).

LESS DIFFICULT ACTIVITIES

If the child does not join in this type of imitative activity, he may simply be not very interested in it. You could check this by watching him at Music and Movement (p. 163), or simple make-believe play. Look also at imitation of visible actions (p. 159) as that may be slightly easier.

However, if he shows no signs at all of being able to imitate, return to easier non-verbal activities, (e.g. p. 87, 99, 127).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Imitating actions. Music and movement.

AIM

The child will imitate actions of other people.
The child will learn to connect an action with a sound which triggers it off.
The child will learn to connect words of command with actions.

SUITABILITY

The activity is suitable for children who ...

- ... are able to walk
- ... explore their surroundings
- ... have been seen carrying out actions which they have copied from other people
- ... are at least at Stage 3 of our scheme for the development of communication.

With adaptations it can also be suitable for children who are physically handicapped and confined to beds and wheelchairs.

MATERIALS

Piano or tape-recorder.

PROCEDURE

Make a list of actions which the children you work with could carry out to music. The following list will act as a guide:

giant, slow steps
little steps
tip-toe walking
crawling
running
flying (arm-flapping like a bird)
see-saw (with a partner)
clapping hands
nodding head
yawning and stretching
marching
rolling over and over on the floor
growing smaller and smaller
falling down
growing bigger and bigger
standing straight up
bouncing

Select a group of actions for about ten to fifteen minutes of group activity and match each activity to a different tune or musical sound. Tape-record this music if you cannot play the piano. Music and movement is a useful group activity to have every day, but try to fit it in at least twice a week.

If necessary, help the children to perform the actions of the activity and praise them by name when you see signs of improvement. Physically handicapped children may each require a helper during Music and Movement. Some schools have sufficient staff to allow this, but others could use parents, voluntary workers or Community Service pupils from local secondary schools.

TEACHING HINTS

1. The 'Apusskidu' and 'Okki-tokki-unga' collections (Harrop, 1976 and Harrop, Blakeley and Gadsby, 1975) are good sources of tunes for Music and Movement.

2. If you use a tape-recorder, be honest about the quality of the recording. Make fresh recordings if your first efforts are unsatisfactory.

3. A chord of A, C sharp, F natural is a good sharp sound for 'freeze' or 'fall down'.

4. Sing along with the music; some children respond better to song than to ordinary speech.

5. Emphasise the command words, using very short sentences - one word long when possible.

RECORD-KEEPING

You cannot keep notes on Music and Movement for an entire class. Note any unusual happenings in the diaries of individual children.

MOVING ON

Children who have no trouble with Music and Movement are ready for ...

... understanding words (p. 179-197)

... first words (p. 198-219).

and perhaps for ...

... connected speech (p. 235-248)

... developing understanding (p. 220-234).

LESS DIFFICULT ACTIVITIES

If the child cannot imitate the actions you want, individual activities for developing imitation may be more suitable (p. 157-162).

However, continue to let him take part in Music and Movement, as he will probably enjoy the company of the other children, and may be encouraged to join in as best he can.

REFERENCES

HARROP, B. (1976) Okki-tokki-unga London: A. & C. Black, Ltd.

HARROP, B., BLAKELEY, P. and GADSBY, D. (1975) Apusskidu London: A. & C. Black, Ltd.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Imitating vocal sounds. Increasing the child's range of sounds.

AIM

The child will increase the range of vocal sounds he produces. The child will notice changes in the vocal sounds of other people.

SUITABILITY

The activity is suitable for children who ...

- ... babble
- ... make any other vocal sounds which are not words
- ... have advanced well into Stage 2 (p. 18) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... take very little interest in their surroundings
- ... do not make vocal sounds

MATERIALS

No special materials, though a hair-drier hose or a Tok-Bak (ESA Special Education Catalogue) could be useful.

PROCEDURE

Make a note of any babbling or other vocal sounds which the child has been heard making.

Carry out the activity when the child is producing sounds. Show him you are pleased that he is babbling and encourage him to produce more. Let him use a hair-drier hose, Tok-Bak or some other amplifier if you think this will help.

Babble back to him the sound he is making. Note whether he ...

- ... ignores you
- ... stops, and looks quizzically
- ... carries on babbling
- ... babbles at a greater rate.

Babble one of his other sounds on another occasion when he is babbling. Note the effect. Note especially if ...

- ... he stops, and looks quizzically
- ... changes to make the sound you are making.

On another occasion, interrupt and babble a sound he has not been heard making. Note the effect.

Finally, respond to his babbling with other types of variation. For example:

alter the pitch at which you babble
alter the length of your babbling
babble strings of mixed up sounds (including real words) to him.

TEACHING HINTS

1. Do not be surprised if the child stops babbling when you start. Many children prefer to babble when they are on their own instead of in company.

RECORD-KEEPING

Keep notes in the child's diary or a day-sheet (p. 286).

MOVING ON

If you hear the child make definite changes towards the babble-sounds you are making, look at ...

... 'Fun Sounds' (p. 168)

... the earliest kinds of make-believe play (p. 171-174)

... understanding words (p. 179-191).

LESS DIFFICULT ACTIVITIES

If the child does not imitate sounds, encourage him to produce any vocal sounds of his own. That will give you something to build on later.

If he produces no vocal sounds at all, check with a speech therapist, doctor or audiologist in case there is a physical cause of this problem. If there is no physical cause, make sure that the child is being encouraged to take an interest in sounds. Look also at the notes on withdrawn children (p. 274) and on children who have difficulty in forming relationships.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Imitating vocal sounds. Fun sounds.

AIM

The child will imitate sounds made by an adult.

SUITABILITY

The activity is suitable for children who ...

- ... produce a wide range of vocal sounds
- ... appear interested in vocal sounds made by other people
- ... may have been heard producing an imitation of words or sounds made by someone else, or an animal or a piece of machinery
- ... have reached Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... cannot be cajoled into producing vocal sounds
- ... do not inspect objects closely or manipulate them.

MATERIALS

Home-made 'Fun Sound' Booklets (collect pictures of objects and animals which make distinctive sounds. Staple the pictures into booklets of ten to fifteen pages).
Model animals and sound-producing objects.

PROCEDURE

Choose a suitable set of pictures or models of things that produce sounds. The answers to the following questions may help your choice:-

> What objects does the child recognise when they are presented in pictures and photographs, or models?
>
> What sounds are likely to interest or amuse him?
>
> What sounds are easy for him to make?

Staple or tape your collection of pictures into a booklet.

Begin by treating it as you would any story book.

Sit with the child or with a couple of children and talk about the pictures to them.

Do not worry about getting a response at first, but show the child that you are pleased if you do.

Emphasise the sounds the objects make; try to make the children smile or laugh when you do. The better you act, the greater is the chance that they will join in.

Here is a sample script for three pictures: a sheep, the green man on a Pelican crossing, a dog.

Note the short statements and the absence of questions.

> Picture 1 Here's the sheep. Sheep says "Baa". (Repeat "Baa" as often as you and the children like.)
>
> Picture 2 Here's the green man. Green man says "Pee-pee-pee-pee-pee-pee" (Repeat, as before.)
>
> Picture 3 Here's the doggy. Doggy says "Bow-wow". (Repeat, as before.)

When the child becomes responsive, change your script by waiting for a second before giving the 'Fun Sound'. Encourage any effort the child makes to move his lips or make a sound.

Later on you can encourage him to look at your lips and move nearer to making the sounds you want. If necessary, move his lips to a better position with your fingers.

TEACHING HINTS

1. If possible, give the child opportunities to see the objects which produce the 'Fun Sounds' in real life.

2. Keep the 'Fun Sounds' booklets and models special by storing them away when they are not in use.

RECORD-KEEPING

Use a day-sheet (p. 286) for keeping notes on progress.

MOVING ON

Children who make good imitations of 'Fun Sounds' are ready for ...

... understanding words (p. 179-197)

... first words (p. 198-219).

LESS DIFFICULT ACTIVITIES

If the child does not imitate sounds, encourage him to produce any vocal sounds of his own. That will give you something to build on later.

If he produces no vocal sounds at all, check with a speech therapist, doctor or audiologist in case there is a physical cause of this problem. If there is no physical cause, make sure that the child is being encouraged to take an interest in sounds. Look also at the notes on withdrawn children (p.274) and on children who have difficulty in forming relationships.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Make-believe play. Everyday activities.

AIM

The child will pretend to drink from a cup, comb his hair, wash his face, or carry out some other everyday action.

SUITABILITY

The activity is suitable for children who ...

- ... show signs of understanding some words
- ... can easily carry out the activities on p. 157-162
- ... have reached at least Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not pick up objects and examine them
- ... have not played with objects by squeezing, pulling, patting or otherwise manipulating them.

MATERIALS

Cutlery and crockery (real or model).
Combs, brushes, face-cloths, sponges.
Dolls and soft toys.

PROCEDURE

Try to use this as an activity for a small group of children, although it is also suitable for a single child.

Take the child's lead if possible. For example, if he is playing with a doll's tea-set, join him and pretend to 'drink' from a cup. Encourage him to do the same. Encourage him also if he wants to take the activity further and pretend to pour from a tea-pot into the cup.

One step beyond this is pretending to feed dolls and other soft toys. Combing hair and washing faces are similar activities worth encouraging too.

TEACHING HINTS

1. Do not try to rush the child into more difficult types of make-believe too soon. Take the lead from him. 'Feeding' a teddy-bear may make very little sense to him, even though he is quite happy to pretend to drink from a cup himself or to make you pretend to drink.

2. Look at p.175 for some brief advice on the level of difficulty of make-believe activities. Look at McConkey (1980) and the PIP Charts (Jeffree and McConkey, 1976), for more detailed advice.

RECORD-KEEPING

Use a diary or day-sheet (p.286).

MOVING ON

When the child is clearly taking part in make-believe play, look at ...

... recognition of sounds (p. 151-156)

... imitation (p. 157-170)

... understanding words (p.179-191).

If the child brings a cup to you, indicating that he wants a drink (or if he performs some similar action,) look at ...

... understanding words (p.179-197)

... first words (p. 198-209).

LESS DIFFICULT ACTIVITIES

Make-believe is quite an advanced sort of play. If the child does not join in, look at activities concerned with imitating actions (p.157-165)and handling objects (e.g. p. 109, 125).

REFERENCES

JEFFREE, D.M. and McCONKEY, R. (1976) P.I.P. Developmental Charts Sevenoaks, Kent. Hodder & Stoughton Ltd.

McCONKEY, R. (1980) Step-Up Toys, Dublin: St. Michael's House (Now published as Let's Make Toys, by R. McConkey and D.M. Jeffree, London: Souvenir Press, 1981).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Make-believe play. Dressing up.

AIM

The child will dress up in adult clothing. Much later, he will pretend to be a specific adult such as a nurse or policeman.

SUITABILITY

The activity is suitable for children who ...

- ... show signs of understanding some words
- ... can easily carry out the activities on p.157-162
- ... are at least at Stage 3 (p. 20) of our scheme of communication.

The activity is not suitable for children who ...

- ... do not pick up objects and examine them
- ... have not played with objects by squeezing, pulling, patting or otherwise manipulating them.

MATERIALS

Adults' clothing
Fancy-dress outfits (e.g. cowboy, police)
Hats
Handbags.

PROCEDURE

Encourage the child to join in when other children in the group are playing at dressing up.

Children often come out of their shell when they are 'disguised' in clothes which are not their own. Take your lead from the child and pay attention if he starts giving orders by pointing to things and calling out (without the use of words).

Try to guess what he means, and behave as if that was what he said. Note his reaction.

TEACHING HINTS

1. This activity can be developed into simple drama. When the child is able to imitate well, he may want to act the part of a policeman, bus-driver or dinner-attendant. Encourage this when you see it beginning.

2. For more detailed advice on drama with severely mentally-handicapped children, see McClintock (1981) and Byron (1978) below.

RECORD-KEEPING

Occasional notes in a diary should be sufficient.

MOVING ON

Dressing up for make-believe play will always be useful, even when the child is able to speak.

When the child enjoys this activity you should also be working at ...

... understanding words (p. 179-197)

... first words (p. 198-209)

LESS DIFFICULT ACTIVITIES

Make-believe is quite an advanced form of play. If the child does not join in, look at the slightly easier activity on p. 171 If this is still too hard look at activities concerned with imitation of actions (p. 157-165).

REFERENCES

McCLINTOCK, A.B. (1981) A Year's Course in Drama for the 6 - 10 year old Mentally Handicapped (in press)

McCLINTOCK, A.B. (1981) A Year's Course in Drama for the 11 - 16 year old Mentally Handicapped (in press).

BYRON, K. (1978) Movement and Drama in Special Education Learning Resources Unit, Hamilton College of Education. This publication consists of a manual and two video cassettes which can be hired from Hamilton College or which can be viewed free of charge at the College.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Make-believe play. Dolls and other models come to life.

AIM

The child will play with dolls and soft toys as if they were real people or animals.

SUITABILITY

The activity is suitable for children who ...

- ... show signs of understanding some words
- ... can easily carry out the activities on p. 157-162
- ... are at least at Stage 3 (p. 20) of our scheme of communication.

The activity is not suitable for children who ...

- ... do not pick up objects and examine them
- ... have not played with objects by squeezing, pulling, patting or otherwise manipulating them.

MATERIALS

Dolls (including 'Action Man') and other soft toys.

Self-care objects: combs, brushes, face-cloths, etc.

Table-ware: tea-sets, cutlery.

Doll's house and furniture.

Cardboard boxes.

PROCEDURE

This activity can be carried out with one child or with one or two children.

Decide which of the stages in the following list is the level which the child is playing at just now, and make up play activities at about that level. Start with No. 1, the easiest level, if you are not sure if the child is ready for make-believe play.

1. Hugging or kissing a doll or teddy-bear
2. Giving the doll a drink from a cup. Feeding it with a biscuit. Combing its hair. Bathing it. Undressing it.
3. Working through a sequence of make-believe activities, e.g. bathing (undressing, bathing, drying and dressing); putting to bed (undressing, putting in bed, covering up, kissing goodnight).

4. Making doll act like a real person, e.g. making it hold up and drink from a cup.
5. Working through a long sequence of different activities, e.g. feeding, then washing, then putting to bed.
6. Playing with miniature people in doll's house.

TEACHING HINTS

1. If possible, let the child take the lead in starting this activity.
2. Read 'Let's Make Toys' (McConkey, 1980) for further advice on make-believe play.

RECORD KEEPING

Notes in a diary will be sufficient, but you could use a day-sheet (see p. 286) if you think it necessary to keep a more detailed record.

MOVING ON

Move through the six levels above as the child's ability grows.

For levels 1 - 3, look also at ...

... recognition of sounds (p. 143-156)

... imitation (p. 157-170)

... understanding words (p. 179-191).

For levels 4 - 6, look at ...

... imitation (p. 157-170)

... understanding words (p. 179-197)

... first words (p. 198-209).

LESS DIFFICULT ACTIVITIES

Make-believe is quite an advanced form of play. If the child does not join in, look at the easier activities on p. 171-174. If these are still too hard look at activities concerned with imitation of actions (p. 157-165) and handling objects (e.g. p. 109, 125).

REFERENCE

McCONKEY, R. (1980) Step-Up Toys, Dublin: St. Michael's House (Now published as Let's Make Toys, by R. McConkey and D.M. Jeffree, London: Souvenir Press, 1981).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Make-believe play. Cardboard-box vehicles.

AIM

The child will use a cardboard box as if it were a car, a bed or some other object.

SUITABILITY

The activity is suitable for children who ...

... show signs of understanding some words

... play with toys (e.g. cars, games and dolls) as if they were real or alive

... are at least at Stage 3 of our scheme for the development of communication.

The activity is not suitable for children who ...

... have not been seen taking part in any pretend play.

MATERIALS

Large cardboard boxes.

PROCEDURE

Work with one child or a small group.

Encourage the child to see imaginative possibilities for using boxes. Here are some examples:-

1. Seat the child in the box and push him, pretending that the box is a car. Make engine noises, and talk about what you are doing to add interest.

2. Turn a cardboard box upside-down, cut a hole in one end and use it as a garage. Make engine noises as cars are driven into it.

3. Use a cardboard box as a doll's bed. Encourage the child to lay the doll in it, and cover it with a cloth.

TEACHING HINTS

1. If possible, let the child take the lead in starting the activity, for example by picking up a doll.

RECORD-KEEPING

Notes in a dairy should be adequate. A day-sheet could also be used if you require more detailed records.

MOVING ON

Move on if the child spontaneously uses cardboard boxes as if they were other objects.

Look at ...

... the more difficult imitation exercises (between p. 157 and 170)

... recognition of sounds (p. 153-156)

... understanding words (p. 179-197)

... first words (p. 198-209).

LESS DIFFICULT ACTIVITIES

Make-believe is not a simple form of play. If this activity seems to have little meaning for the child, some of the earlier make-believe activities (p. 171-176) and the activities dealing with imitation of actions might be tried (p. 157-165).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding words. Introducing nouns and pronouns.

AIM

The child will understand nouns and pronouns.

SUITABILITY

The activity is suitable for children who ...

- ... can understand some spoken words already
- ... can follow simple commands such as 'stop it', or 'come here' (with or without gestures being used)
- ... take notice when they hear their names being spoken in the conversation of adults
- ... recognise the name of the occasional person or object
- ... are at Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are unable to tackle the harder activities for developing recognition of sounds (p. 151-156).

MATERIALS

Photographs and pictures of people, animals and objects. The ESA catalogue has a good selection.

Polaroid camera - for obtaining special photographs quickly.

Models of animals and objects.

Toy furniture, with or without doll's house.

Dolls, Action Man, soft toys and puppets.

A variety of boxes or hiding toys.

A box with a trap door (for sudden disappearances.)

TABLE 4 TARGET WORDS FOR NOUN/PRONOUN COMPREHENSION

PERSONAL	NAMES	Child's own name, Mummy, Daddy, baby, the names of one or two members of staff, names of brothers or sisters, me.
	BODY PARTS	Eye, nose, toe, teeth, hair, hand, mouth.
	CLOTHING	Shoe, button, coat, hat, socks.

TABLE 4 cont'd

IN THE HOUSE AND SCHOOL	FOOD	Biscuit, drink (or milk or tea or juice), toast, banana, cake, peas, potatoes, mince.
	FURNITURE AND UTENSILS	Clock, bath, door, spoon, bed, chair, house.
	TOYS	Ball, book, Teddy, bubbles, brick (block), balloon, dolly.
OUTDOORS	ANIMALS	Bird, dog, horse, cow, cat, fish, duck.
	GARDEN AND COUNTRY-SIDE	Tree, see-saw, flowers, swings.
	VEHICLES	Car, bike, bus, train, lorry, plane.

Your job now may seem rather difficult as you will have no check on how well your teaching is progressing for some little time. Your job is to present the target words to the child in as many ways as possible but AT THIS STAGE YOU MUST RESIST THE TEMPTATION TO TEST THE CHILD'S ACQUISITION OF WHAT YOU HAVE BEEN TRYING TO TEACH HIM.

PROCEDURE

1. Choose approximately four target words from Table 4. Any words will do, but try to select ones which the child does not seem to understand, and ones which are likely to interest him.

2. Present the target words to the child in as many ways as possible. Here are some examples using the target word 'dog' or 'doggie'.

   Talking about real dogs which the child can see out-of-doors or on television. Make use of any interest which the child has shown in the dog of his own accord.

Photographs and Pictures

(a) Large individual pictures. These are useful for catching attention initially.

(b) Home-made picture books. Collect pictures and photographs of dogs, and glue them to sheets of paper which can be folded into booklets. These booklets can be dismantled and reassembled to include pictures of other objects, as the child's target vocabulary increases.

(c) Commercially-produced picture books. You may find picture books devoted entirely to dogs, but if not, general picture books in which they occur only occasionally. This introduces surprise into the activity.

(d) Picture cubes. Glue photographs or pictures of dogs to the sides of wooden, polystyrene or cardboard cubes of various sizes. Roll them on the floor or turn them over and over by hand; up to six different people or objects can be displayed on each cube.

(e) 35 mm. transparencies Show these in a battery-powered hand viewer. Include a picture of the child's own dog if he has one at home.

Models and other toys Model dogs can appear in toy farmyards; sit on the chairs and beds of toy furniture; go for a ride in toy cars; hide under cardboard boxes; fall down into boxes with trapdoors.

TEACHING HINTS

1. Use the target words often during individual teaching.

2. Keep your sentences short.

3. Speak in statements rather than questions or demands. For example, "Here comes doggie" rather than "Where's doggie?" or "Show me doggie". You are showing the child something, not testing him.

4. If possible, let the child take the initiative in starting the activity. Place the pictures (toys, etc.) near him, and if he picks them up, begin talking about them.

5. Store your individual teaching materials away from everyday classroom equipment. This will keep them special and interesting.

6. Give up gracefully if the child is having a bad day (or week!). If you persist, the child may be very difficult to interest on later occasions.

7. Keep your "lessons" short. Stop before the child loses interest. Five minutes of individual teaching may be more than enough.

RECORD-KEEPING

Note the target words you have been teaching in a diary or day-sheet (p. 286).

MOVING ON

After a week or so try to find out how well the child is understanding the target words - use the activity on p.192 to do this. Lengthen or shorten the period of one week, depending on the child's success.

Replace words which the child now understands with new ones from the list (or from your imagination).

LESS DIFFICULT ACTIVITIES

It is difficult to tell when this activity is too advanced for a child - you do not really know until you try to discover how well he has understood the target words. The activity on p.192 will tell you this.

If he makes little progress, return to some of the harder activities for developing recognition of sounds (e.g., p. 151-156).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding words. Introducing action words.

AIM

The child will understand verbs and prepositions which describe action.

SUITABILITY

The activity is suitable for children who ...

- ... can understand some spoken words already
- ... can follow simple commands such as 'stop it' or 'come here' (with or without gestures being used)
- ... take notice when they hear their names being spoken in the conversation of adults
- ... recognise the names of the occasional person or object
- ... are at Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are unable to tackle the harder activities for developing recognition of sounds (e.g. p.151-6).

MATERIALS

Photographs and pictures of people, animals, and objects. The ESA special education catalogue has a good selection.

Polaroid camera - for obtaining special photographs quickly.

Models of animals and objects. Toy furniture, with or without doll's house.

Dolls, Action Man, soft toys and puppets.

A variety of boxes for hiding toys.

A box with a trap door (for sudden disappearances).

Some sturdy apparatus - chairs, benches, boxes - and cushioned matting for acting out the meaning of words.

PROCEDURE

1. Choose one or two target words from the following list:

   down, gone, bang, sit, up, walk, all gone, come, carry, go, bring, give, jump, kick, splash, shut, throw, look.

Choose words which are likely to interest the child. Add any others which may be successful.

2. Present the words to the child in a variety of ways. Here are some examples using the word "up".

   (a) Acting on objects Say "up" when you lift objects onto a table, a chair or counter. The classroom shop gives a good opportunity for using it: lay a number of tins and boxes on the floor, then lift them to the counter (getting the child to help you), saying, "Cheese up", "Beans up", etc.

   (b) Spontaneous activity by the child Take advantage of these situations. For example, say something like "You're high up!" if the child climbs the steps of the chute.

   (c) Photographs and pictures Make an "up" scrapbook which contains pictures of objects, animals and people which are clearly above some other object, or are up in the air.

   (d) Models and toys A small-scale version of (a) and (b) above: dolls' houses, toy farmyards, model garages and sand-trays present many opportunities for the use of "up" and other target words.

TEACHING HINTS

1. Use the target words often during individual teaching.

2. Keep your sentences short.

3. Speak in statements rather than questions or demands. For example, "Doggie's jumping up" rather than "Is the doggie up?" or "Show me up". You are showing the child something, not testing him.

4. If possible, let the child take the initiative in starting the activity. Place the pictures, (toys, etc.) near him, and if he picks them up, begin talking about them.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding words. Introducing action words.

AIM

The child will understand verbs and prepositions which describe action.

SUITABILITY

The activity is suitable for children who ...

- ... can understand some spoken words already
- ... can follow simple commands such as 'stop it' or 'come here' (with or without gestures being used)
- ... take notice when they hear their names being spoken in the conversation of adults
- ... recognise the names of the occasional person or object
- ... are at Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are unable to tackle the harder activities for developing recognition of sounds (e.g. p.151-6).

MATERIALS

Photographs and pictures of people, animals, and objects. The ESA special education catalogue has a good selection.

Polaroid camera - for obtaining special photographs quickly.

Models of animals and objects. Toy furniture, with or without doll's house.

Dolls, Action Man, soft toys and puppets.

A variety of boxes for hiding toys.

A box with a trap door (for sudden disappearances).

Some sturdy apparatus - chairs, benches, boxes - and cushioned matting for acting out the meaning of words.

PROCEDURE

1. Choose one or two target words from the following list:

   down, gone, bang, sit, up, walk, all gone, come, carry, go, bring, give, jump, kick, splash, shut, throw, look.

Choose words which are likely to interest the child. Add any others which may be successful.

2. Present the words to the child in a variety of ways. Here are some examples using the word "up".

   (a) Acting on objects Say "up" when you lift objects onto a table, a chair or counter. The classroom shop gives a good opportunity for using it: lay a number of tins and boxes on the floor, then lift them to the counter (getting the child to help you), saying, "Cheese up", "Beans up", etc.

   (b) Spontaneous activity by the child Take advantage of these situations. For example, say something like "You're high up!" if the child climbs the steps of the chute.

   (c) Photographs and pictures Make an "up" scrapbook which contains pictures of objects, animals and people which are clearly above some other object, or are up in the air.

   (d) Models and toys A small-scale version of (a) and (b) above: dolls' houses, toy farmyards, model garages and sand-trays present many opportunities for the use of "up" and other target words.

TEACHING HINTS

1. Use the target words often during individual teaching.

2. Keep your sentences short.

3. Speak in statements rather than questions or demands. For example, "Doggie's jumping up" rather than "Is the doggie up?" or "Show me up". You are showing the child something, not testing him.

4. If possible, let the child take the initiative in starting the activity. Place the pictures, (toys, etc.) near him, and if he picks them up, begin talking about them.

5. Store your individual teaching materials away from everyday classroom equipment. This will keep them special and interesting.

6. Give up gracefully if the child is having a bad day (or week!). If you persist, the child may be very difficult to interest on later occasions.

7. Keep your "lessons" short. Stop before the child loses interest. Five minutes of individual teaching may be more than enough.

RECORD-KEEPING

Note the target words you have been teaching in a diary or day-sheet (p.286).

MOVING ON

After a week or so try to find out how well the child is understanding the target words - use the activity on p. 195 to do this. Lengthen or shorten the period of one week, depending on the child's success.

Replace words which the child now understands with new ones from the list (or from your imagination).

LESS DIFFICULT ACTIVITIES

It is difficult to tell when this activity is too advanced for the child - you do not really know until you try to discover how well he has understood the target words. The activity on p.192 will tell you this.

If he makes little progress, return to some of the harder activities for developing recognition of sounds (e.g. p. 151-156).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding words. Introducing social vocabulary.

AIM

The child will understand elementary social vocabulary.

SUITABILITY

The activity is suitable for children who ...

- ... can understand some spoken words already
- ... can follow simple commands such as 'stop it' or 'come here' (with or without gestures being used)
- ... take notice when they hear their names being spoken in the conversation of adults
- ... recognise the names of the occasional person or object
- ... are at Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are unable to tackle the harder activities for developing recognition of sounds (e.g. p. 151-156).

MATERIALS

Photographs and pictures of people, animals and objects. The ESA special education catalogue has a good selection.

Polaroid camera - for obtaining special photographs quickly.

Models of animals and objects. Toy furniture, with or without doll's house.

Dolls, Action Man, soft toys and puppets.

A variety of boxes for hiding toys.

A box with a trap door (for sudden disappearances).

Some sturdy apparatus - chairs, benches, boxes, - and cushioned matting for acting out the meaning of words.

PROCEDURE

1. Select one or two target words from the following list:

   bye-bye, hello, ta, thank you, please, no, yes, night-night.

2. Here are some suggestions for bringing the child's attention to the word "bye-bye".

   (a) Acting on objects Make toys vanish by hiding them under containers, by letting them fall into trap-door boxes, or by covering them with a piece of cloth. Say "Bye-bye (dolly, dog, car, etc.)" as the object vanishes. When possible, wave "bye-bye" at the same time.

   (b) Unpredictable opportunities Make a point of saying "bye-bye" when children or adults leave the room. Wave "bye-bye" also. When possible, take the child's hand and make it wave when you say "bye-bye".

TEACHING HINTS

1. Use the target words often during individual teaching.

2. Keep your sentences short.

3. Speak in statements rather than questions or demands. For example, "Bye-bye car, bye-bye bus" rather than "Can you wave bye-bye?" or "Show me bye-bye". You are showing the child something, not testing him.

4. If possible, let the child take the initiative in starting the activity. Place the pictures (toys, etc.) near him, and if he picks them up, begin talking about them.

5. Store your individual teaching materials away from everyday classroom equipment. This will keep them special and interesting.

6. Give up gracefully if the child is having a bad day (or week!). If you persist, the child may be very difficult to interest on later occasions.

7. Keep your "lessons" short. Stop before the child loses interest. Five minutes of individual teaching may be more than enough.

RECORD-KEEPING

Note the target words you have been teaching in a diary or day-sheet (p.286).

MOVING ON

After a week or so try to find out how well the child is understanding the target words - use the activity on p.192 to do this. Lengthen or shorten the period of one week, depending on the child's success.

Replace words which the child now understands with new ones from the list (or from your imagination).

LESS DIFFICULT ACTIVITIES

It is difficult to tell when this activity is too advanced for a child - you do not really know until you try to discover how well he has understood the target words. The activity on p.192 will tell you this.

If he makes little progress, return to some of the harder activities for developing recognition of sounds (e.g. p. 151-156).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding words. Introducing words which describe objects and events.

AIM

The child will understand words which modify meaning. This group includes adjectives, adverbs and some prepositions. Usually, they will describe a person, object, action or position.

SUITABILITY

The activity is suitable for children who ...

- ... can understand some spoken words already
- ... can follow simple commands such as 'stop it' or 'come here' (with or without gestures being used)
- ... take notice when they hear their names being spoken in the conversation of adults
- ... recognise the names of the occasional person or object
- ... are at Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are unable to tackle the harder activities for developing recognition of sounds (e.g. p. 151-156.

MATERIALS

Photographs and pictures of people, animals and objects. The ESA special education catalogue has a good selection.

Polaroid camera - for obtaining special photographs quickly.

Models of animals and objects. Toy furniture, with or without a doll's house.

Dolls, Action Man, soft toys and puppets.

A variety of boxes or hiding toys.

A box with a trap door (for sudden disappearances.)

Some sturdy apparatus - chairs, benches, boxes - and cushioned matting for acting out the meaning of the words.

PROCEDURE

1. Select one or two target words from the following list:

   hot, more, where, again, outside, there, dirty, noisy, high, my, bad, big, cold, mine, nice, on, wet, naughty.

2. Here are some ways of presenting the modifying word "wet".

   (a) Acting on objects Toys, paper and cloth can all be made wet by dropping them in a water-tray or sink. There is a very good chance children will join in this activity of their own accord. Tell them about the change in the object with simple sentences such as, "Its all wet", "Dolly's got wet", etc.

   (b) Acting on the child Tell the child something like, "You're all wet" if he gets caught in the rain. Tell him his hands are wet when he has been playing in the water-tray.

   (c) Unpredictable opportunities Accidents and the weather result in objects, animals and people becoming wet. Tell the child about it when these opportunities arise.

   (d) Photographs and pictures Make a "wet" scrapbook containing pictures of objects, animals and people who have become wet by the rain, falling in pools, etc.

N.B. In (a) and (b) use real water (or other liquids). Some children at this stage may not be able to pretend that a doll, for example, is wet when they place it in an empty toy bath.

TEACHING HINTS

1. Use the target words often during individual teaching.

2. Keep your sentences short.

3. Speak in statements rather than questions or demands. For example, "Here's the wet one" rather than "Where's the wet one?" or "Show me the wet one". You are showing the child something, not testing him.

4. If possible, let the child take the initiative, in starting the activity. Place the pictures, (toys, etc.) near him, and if he picks them up, begin talking about them.

5. Store your individual teaching materials away from every day classroom equipment. This will keep them special and interesting.

6. Give up gracefully if the child is having a bad day (or week!). If you persist, the child may be very difficult to interest on later occasions.

7. Keep your"lessons" short. Stop before the child loses interest.

   Five minutes of individual teaching may be more than enough.

RECORD-KEEPING

Note the target words you have been teaching in a diary or day-sheet (p.286).

MOVING ON

After a week or so try to find out how well the child is understanding the target words - use the activity on p.192 to do this. Lengthen or shorten the period of one week, depending on the child's success.

Replace words which the child now understands with new ones from the list (or from your imagination).

LESS DIFFICULT ACTIVITIES

It is difficult to tell when this activity is too advanced for a child - you do not really know until you try to discover how well he has understood the target words. The activity on p.192 will tell you this.

If he makes little progress, return to some of the harder activities for developing recognition of sounds (e.g., p. 151-156).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding words. Testing for understanding of nouns and pronouns.

AIM

The child will show that he understands target words which have been taught to him.

SUITABILITY

The activity is suitable for children who ...

- ... appear to recognise some spoken words
- ... have had target words demonstrated to them for a week or so (p. 179-191)
- ... are at Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... have shown no sign of understanding words.

MATERIALS

Photographs and pictures of people, animals and objects. The ESA special education catalogue has a good selection.

Polaroid camera - for obtaining special photographs quickly.

Models of animals and objects. Toy furniture, with or without doll's house. Dolls, Action Man, soft toys and puppets.

A variety of boxes for hiding toys.

A box with a trap door (for sudden disappearances).

Some sturdy apparatus - chairs, benches, boxes - and cushioned matting for acting out the meaning of words.

PROCEDURE

Here are some activities which could be used to discover if the child understands "dog".

(a) Acting on objects Put two toys, including a dog, in front of the child. Ask "Where's the dog?". If he points correctly approximately eight times out of ten, increase the number of objects to three. Switch about the positions of the toys so that the correct one is not always in the same place. Drop the two objects into a large cardboard box. Ask the

child to "get the dog".

With the child watching, place a small cardboard box (or cloth) over each object and ask the child to "get the dog".

(b) Unpredictable opportunities When tidying up, for example, hold out your hand and say "Give me the dog". How much help do you have to give the child by pointing or looking in the correct direction?

(c) Photographs and pictures Photographs or pictures of individual objects can be used in the same way as toys or models in (a) above. Obtain a large picture with two or three different dogs in it ("Child Education" is a good source of these). Direct the child's attention to the picture by short sentences such as "Let's find dog" or "Where's dog?" Occasionally, try pointing to a picture of something which is clearly not a dog (for example, a wastebin) and ask "Is this dog?" Watch for any puzzlement on the child's face, point out a dog and then ask again. Is there any change in the child's expression?

(d) Use of surprise Basically similar to (a) and (c) above, except that this time the child makes something interesting happen if he points correctly. The object can vanish through a trapdoor, for example, a bell may ring or a light may flash.

TEACHING HINTS

1. Unwittingly, you may be looking at or pointing to an object which is the "correct" answer. Use gesture and eye-pointing in the early stages if you think it will help, but make a note in your records if you are doing this.

2. Fade out any deliberate help (such as gesture) as the child progresses.

3. Show him that you are pleased when he succeeds.

RECORD-KEEPING

Keep a note of progress in a diary or day-sheet (p.286), or use a word-record (p.288.) to note details of words which are understood.

MOVING ON

Move on to activities for encouraging the child to speak when you are sure that he understands some of the target words.

LESS DIFFICULT ACTIVITIES

If the child does not understand the target words you have chosen, return to the stage of demonstrating them to him (p. 179-191). Alternatively, choose new target words which may have a better chance of being learned.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Understanding words. Testing for understanding of words which are not nouns or pronouns.

AIM

The child will show that he understands target words which have been presented to him previously.

SUITABILITY

The activity is suitable for children who ...

- ... show some understanding of language
- ... have had their attention brought to new words by similar means to those described on pages 179-191
- ... have reached at least Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... show no understanding of language.

MATERIALS

Photographs, pictures and models of any relevant objects and people.

Sturdy apparatus and cushioned matting for acting out the meaning of words.

PROCEDURE

Procedures for testing the child's understanding of the names of things which can be represented by pictures, photographs or toys are given on page 192.

It can be more difficult to test the child's understanding of target words which are not the names of objects, but here are some examples.

Understanding of Action Words

1. Stand the child on a gymnastics bench and say (the target word) 'down'. Show him that you are pleased if he jumps or steps off.

Unfortunately this does not really tell you whether the child understands the word. After all, there is not much else you can do when standing on a bench but jump off it.

Make the activity more of a test by working on two action words instead of one. Stand the child on the bench and say 'down' or 'sit' (assuming you have taught him both

words).

If he carries out each command correctly about eight times out of ten, he has probably learned the words.

2. Sellotape a doll's house person to one of the cups of a Pop-up Toy. Seat a similar one on a trap door box. If the child reaches for the correct toy when you say 'Dolly go up' or 'Dolly go down' , let him carry out the activity.

Social Vocabulary

1. Note if the child stops doing something if you say 'no' in a normal tone of voice.

2. Note if the child hands over something he is playing with when you say 'please' (or 'ta' or 'thank you').

3. Note if the child waves or lifts his hand when you say (but do not wave) 'bye-bye'.

TEACHING HINTS

1. If you decide to use new apparatus for testing the child's understanding of words, give him a chance to play with it first of all. For example, he may not know that the Pop-up Toy produces an interesting happening.

2. Recognise when you are helping the child to pick the correct answer. Pointing with your hands or with the movement of your body are two ways to do this. You can also point with your eyes by looking at the correct choice. The tone of your voice can also give a lot away.

   It is natural and normal to give this help, but don't be gulled into thinking that the child is responding to the word alone.

   Note any help you give in your diary or record-sheet.

3. Use as few words as possible when giving directions to the child - fewer than four if possible. Otherwise the child may not pick out the target word when you speak.

RECORD-KEEPING

Use a day-sheet or word-record (p. 288) marked "comprehension".

MOVING ON

When you are confident that the child has learned to recognise words that you have been teaching him, move to activities that will encourage him to speak these words for himself. See pages 198-219.

LESS DIFFICULT ACTIVITIES

If the child shows no sign of understanding the target words make sure that you are not using instructions which are too long. Make sure also that you have given him sufficient opportunity to learn the words (p. 179-191).

If he still does not seem to be learning, change to another target word.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing first words. The 'as if' technique.

AIM

The child will be encouraged to use vocal sounds to communicate.

SUITABILITY

The activity is suitable for children who ...

- ... understand some words
- ... make vocal sounds which sound like words but which cannot be understood
- ... have reached Stage 3 or 4 (p. 20-23) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are already speaking, especially if you want to improve the quality of their articulation.

MATERIALS

None

PROCEDURE

Note any sounds which the child produces consistently. Do you think he is trying to say something with any of them?

Could he be trying to say that he wants something? Could he be passing a comment on what is happening? Note your ideas on a word-record (p. 288).

When you hear any of these sounds in future, behave as if the child has said what you thought he said. For example ...

- ... give him what he seems to be asking for
- ... make a very short comment which carries on the sense of what you thought he said.

If you can make no sense of his sounds, repeat to him what he has just said. Note what happens. Encourage him to carry on making sounds.

TEACHING HINTS

1. Keep notes of ...
   - ... when, or after what, each sound is made
   - ... where it is said
   - ... to whom it is said
   - ... how that person reacted
   - ... what you think he was trying to say.
2. Do not worry too much about articulation if the child makes very few sounds.

RECORD-KEEPING

Use a word-record (p. 288).

MOVING ON

When you can understand a few sounds that the child produces, move to

- ... other speech-production activities (e.g. p.200)
- ... developing understanding of words (p. 179-197).

LESS DIFFICULT ACTIVITIES

If the child does not produce word-like sounds encourage him to produce a variety of vocal sounds of any sort (e.g. p. 166-170).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing first words. The missing words technique.

AIM

The child will insert missing words in a sentence spoken by an adult.

SUITABILITY

The activity is suitable for children who ...

- ... understand a number of words
- ... can speak, or seem ready to speak, a few words
- ... are at Stage 4 or 5 of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not understand speech.

MATERIALS

None

PROCEDURE

There are several opportunities for carrying out this type of activity in normal classwork.

Poems and Nursery rhymes

Pick poems which the child likes, and, if possible, ones with a strong rhythmic flow. Recite a line or two of the poem and then stop just as you come to a word which ...

- ... is on a strong rhythmic beat
- ... or is at the end of a line
- ... or is a word which the child has been heard to say previously
- ... or is one of the words from the child's target list (p. 179-191)

Encourage any attempts he makes to fill in the blank.

Stories

Action stories such as 'the great big enormous turnip' are ideal. So are others with a refrain. 'The little gingerbread man' is a good example.

If the 'turnip' story is told to, and acted out with a group of children, the word 'pull' will probably be supplied by some of the children spontaneously. Watch to see if the child you are concentrating on joins in.

Encourage any attempt he makes, especially if he produces words.

Singing

Songs are used in the same way as poems, but they have two extra advantages. First, some children seem to listen more carefully to sung words than to spoken ones. Second, a word missed out at the end of the line of a song will spoil a tune as well as a sequence of words.

Action songs should encourage even more participation.

The 'Appusskidu' and 'Okki-tokki-unga' song-books (Harrop, Blakely and Gadsby, 1975 and Harrop, 1976) contain good examples.

TEACHING HINTS

1. In this informal kind of activity, try not to bring out target words by questioning or by telling the child to speak.

RECORD-KEEPING

Notes in a diary may be sufficient, but a word-record (p.288) should also be kept.

MOVING ON

Move on to new target words when existing ones are eventually produced. When the child can produce about twenty words of his own accord, look at ...

... connected speech (p. 235-248)

... developing comprehension (p. 220-234).

LESS DIFFICULT WORDS

If the child does not insert missing words of his own accord make sure that he recognises the word you want him to say (p. 192-197).

If he does understand them but still will not speak them, read the notes on children who do not produce words (p. 270,) and on group activities (p. 212).

REFERENCES

HARROP, B. (1976) Okki-tokki-unga London: A. & C. Black, Ltd.

HARROP, B., BLAKELY, P. and GADSBY, D. (1975) Apusskidu London: A. & C. Black, Ltd.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing first words. First commands.

AIM

The child will produce words which act as commands, controlling the behaviour of other people.

SUITABILITY

The activity is suitable for children who ...

- ... understand 'target words' (p. 179-191)
- ... use or imitate words occasionally
- ... understand quite a few words that they hear
- ... are at Stage 4 or 5 of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... show no sign of understanding spoken language.

MATERIALS

Benches, chairs, gymnastic mats.

PROCEDURE

Select target words which can be acted out by you and the child. The child should be able to understand them. 'Down' is used to illustrate the sequence of steps in this activity.

1. Go through a number of activities with the child, acting out, and saying, 'down'. Here are some examples:

   jumping down from a bench or a thick activity-mattress
   standing beside a chair, then sitting down
   standing, then crouching down
   kneeling, then lying down

   Lie/sit/jump down when you give the command 'down', and make sure that the child does so too.
2. At this step, the child has to follow your command - do not show him what to do.
   Show him that you are pleased when he tries to get it right.
3. Climb onto the bench, or kneel on the floor. Tell the child to say 'down'. (e.g. 'You say, "down"'). If he makes any attempt at speaking, carry out the action. He is learning to control people by his voice.

4. Later, pretend not to understand if you think his commands could be clearer. The fact that he is giving you orders may encourage him to make a better attempt.

TEACHING HINTS

1. It can be useful to have two adults working with the child at Step 3. One tells the child what to say, the other carries out the command.

2. Use short sentences - aim for a maximum of four words.

RECORD-KEEPING

Use a word record (p. 288).

MOVING ON

When the child is successful at Step 4, introduce some other command words in the activity. Take turn about to give orders. This could also be developed into a group activity using children who can talk quite well in addition to those who are just beginning.

Look at activities for developing ...

... comprehension (p. 220-234)

... connected speech (p. 235-248).

LESS DIFFICULT ACTIVITIES

If the child does not begin to give single-word commands make sure that he understands the word you want him to say (p. 192-197).

If he does understand them but still will not say them, read the notes on children who do not produce words (p. 270), and on group activities (p. 212).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing first words. Words for making things happen.

AIM

The child will produce a word which makes an interesting event take place.

SUITABILITY

The activity is suitable for children who ...

- ... understand 'target words' (p. 179-191)
- ... use or imitate words occasionally
- ... understand quite a few words that they hear
- ... are at Stage 4 or 5 (p.22 ,25) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... show no sign of understanding spoken language.

MATERIALS

'Down' box, 'Good-bye/hello' box, (p. 206),trap-door boxes, Jack-in-the-box, pop-up boxes.

PROCEDURE

Select one or two target words which can be used with the above materials. You could use the names of objects which can be dropped into the first three boxes mentioned in 'Materials', or you could use action and social vocabulary such as 'down', 'gone', 'hello' and 'good-bye'.

Use the target words frequently when you and the child are playing with the various materials. Encourage any attempts he himself makes at saying them.

Later, wait until he has said a target word before you let him activate a piece of equipment. For example, he might be allowed to let a toy car run down the ramps of the 'down' box for a reasonable attempt at 'down'. He could spring the Jack-in-the-Box for a fair attempt at 'hello'. He could trigger the 'pop-up' toy for producing 'go'.

Show him by your facial expression that you are expecting him to speak. If necessary, give brief directions such as, 'You say ... '.

TEACHING HINTS

1. Wait until the child has the idea of what is wanted, before you try to make his pronunciation clearer. You can eventually do this by pretending not to understand what he has said. Or, you can make sure that he pays attention to the shape of your mouth as you say the word.

2. Do not give long instructions. Three or four words will be enough.

RECORD-KEEPING

Use a word-record (p.288).

MOVING ON

When the child does use a target word appropriately ...

... continue to give him opportunities to use it - this will ensure that it is really learned

... see if the word's range of meaning can be developed (p.220)

... see if there are related words that can take its place as a target word (p. 223)

... look at the activities on connected speech (p. 235-248).

LESS DIFFICULT ACTIVITIES

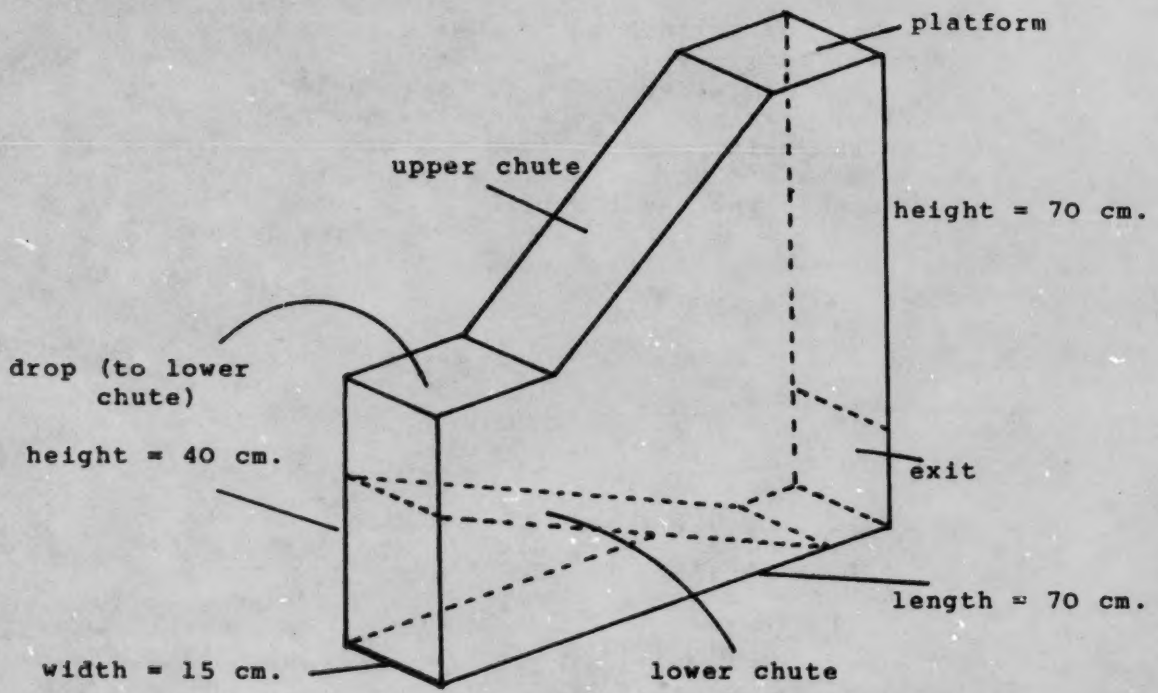
If the child does not produce words, make sure that he understands the word you want him to say (p. 192-197).

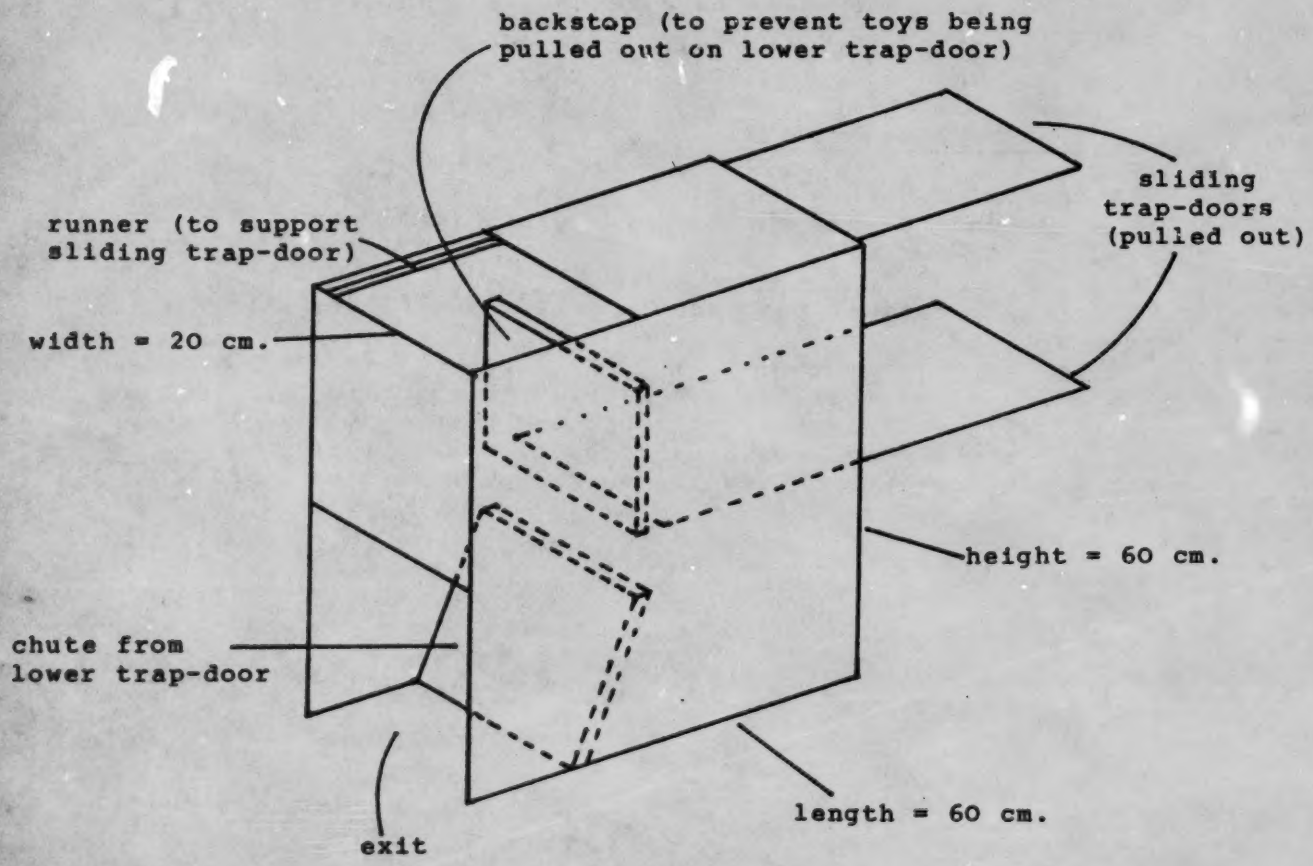
Give him plenty of practice in making sounds for fun (p. 168).

Discover if he will use a hand-sign or point to a visual symbol instead of producing a word (p. 249-253). If you resort to this technique, make sure that you continue to use the words you want him to say.

'DOWN BOX'

(made from plywood)




backstop (to prevent toys being pulled out on lower trap-door)
sliding trap-doors (pulled out)
runner (to support sliding trap-door)
width = 20 cm.
height = 60 cm.
chute from lower trap-door
exit
length = 60 cm.

'GOODBYE-HELLO BOX'

(made from plywood)

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing first words. Expressing wants and needs.

AIM

The child will produce words which let other people know what he wants and needs.

SUITABILITY

The activity is suitable for children who ...

- ... understand 'target words' (p. 179-191)
- ... use or imitate words occasionally
- ... understand quite a few words that they hear
- ... are at Stage 4 or 5 of our scheme for the development of communication (p. 22-25).

The activity is not suitable for children who ...

- ... show no sign of understanding spoken language.

MATERIALS

Chairs, benches, chutes, activity mats, large soft toys.

PROCEDURE

Note if the child uses pointing or mime to ask you to do things. List these things as target words.

Set up situations in which the child has to produce the target word before he is allowed to do something. Here are some examples using the word 'down' :

A. Lift the child to stand on a bench or sit on a table. Say 'down' then lift him off again. Repeat several times.

   Lift him up again. Put out your hands to lift him and wait, signalling by your expression that you want him to speak.

   If he does not say anything (a good copy is not necessary), lift him down and praise him. Repeat the activity several times.

   If he does not say anything, help him. Say something like, 'You say - "down" ! Accept any vocal sound at first.

B. Seat a large teddy-bear on a chair.

Say 'down' and push the teddy down off the chair. Repeat several times. Let the child join in pushing.

Replace the teddy on the chair. By mime or gesture, or by saying, 'You say - "down" ' encourage the child to speak.

If he produces any sound, allow him to push the teddy down from the chair.

Do not let him push unless he makes a vocal sound.

C. Have the child sit at the top of a chute. Say 'down', and let him slide. Repeat several times.

Seat him at the top again. Do not let him slide until he has said 'down' or has made some other acceptable sound. Encourage him to do this by your expression or by saying 'You say - "down" '.

TEACHING HINTS

1. Wait until the child has the idea of what is wanted, before you try to make his pronunciation clearer.

   You can eventually do this by pretending not to understand what he has said. Or, you can make sure that he pays attention to the shape your mouth makes as you say the word.

2. Do not give long instructions. Three or four words will be enough.

RECORD-KEEPING

Use a word-record (p. 288).

MOVING ON

When the child does use a target word appropriately ...

... continue to give him opportunities to use it - this will ensure that it is really learned

... see if the word's range of meaning can be developed (p. 220).

... see if there are related words that can take its place as a target word (p. 223)

... look at the activities on connected speech (p. 235-248).

LESS DIFFICULT ACTIVITIES

If the child does not produce the target words you want, make sure that he understands them. Look again at the preparatory activities (p.179-197).

Try to make the activity as natural er as much like a game as possible. Do not make it seem like a test.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing first words. Talking about toys.

AIM

The child will speak target words that he has learned to understand.

SUITABILITY

The activity is suitable for children who ...

- ... understand 'target words' (p.179-191)
- ... use or imitate words occasionally
- ... understand quite a few words that they hear
- ... are at Stage 4 or 5 of our scheme for the development of communication (22-25).

The activity is not suitable for children who ...

- ... show no sign of understanding spoken language.

MATERIALS

Dolls, model vehicles, animals, buildings, people and furniture.
Sand tray.

PROCEDURE

This can be a group activity or an individual activity.

Catch the child's interest in the toys. If possible, let him take the lead in playing with them so that the activity is less formal. Then use the 'missing words' technique. Bring the child up to a point at which there is only one word which will complete a sentence correctly. Stop abruptly, and encourage any attempt he makes to supply the missing word. Here are two examples:

A. A model town can be set up in a sand-tray. Opportunities arise for using vocabulary about buildings, vehicles and position.

'Here come the cars. One for this house. One for this ... ('house').

'Here comes the lorry. Here comes the ... ('bus').

'He's on the house. He'll fall ... ('down').

B. Dolls and soft toys can be used in games of make-believe.

'Take the brush. We'll brush Teddy's ... ('teeth').

'Dolly wants some ... ('juice').

'Teddy's going to jump. Ready, steady ... ('go').

TEACHING HINTS

1. Use short sentences - aim for a maximum of four words.

2. Use the target word while you are talking about the activity.

3. Make the activity as little like a test as possible. Face-to-face teaching across a table is not likely to be much good. Neither are formal, drab materials.

4. Avoid asking questions.

RECORD-KEEPING

Use a word record (p.288).

MOVING ON

When the child does use a target word appropriately ...

... continue to give him opportunities to use it - this will ensure that it is really learned

... see if the word's range of meaning can be developed (p. 220)

... see if there are related words that can take its place as a target word (223)

... look at activities on connected speech (p. 235-248).

LESS DIFFICULT ACTIVITIES

If the child does not produce the target words, check that he understands them (p. 192-197).

If he does understand them but still does not speak the most likely reasons are that ...

... he sees no point in producing them

... the activity does not interest him

... the activity is too much like a formal lesson and makes him clam up.

Consider the following ...

... change the target words - there are plenty to choose from

... make the activity more like a game - see Teaching Hint 3

... say the word for him and ask him to repeat it, but do not labour the point.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing first words. Group activities.

AIM

The child will speak in the informal setting of a group activity.

SUITABILITY

The activity is suitable for children who ...

- ... understand 'target words' (p. 179-191)
- ... use or imitate words occasionally
- ... understand quite a few words that they hear
- ... are at Stage 4 or 5 of our scheme for the development of communication (p. 22-25).

The activity is not suitable for children who ...

- ... show no sign of understanding spoken language.

MATERIALS

See below.

PROCEDURE

The class shop, baking, self-care lessons and other activities all can be used for drawing out words by the 'missing words' technique. Here are some examples:

Class shop

Point to a bottle of milk. Say something like, 'Give me some ...' and let your voice tail off so that the missing word is obviously missing.

Alternatively, pretend to have forgotten what you wanted to 'buy'. Say 'Give me some ... ' and encourage the child to supply a word.

Self-care (dressing)

'Your socks are on. Here come your ... ' (shoes).

Baking

'The flour is in. Now pour the ... ' (water). You could increase the chances of the child speaking by letting him hold the jug, but prevent him from pouring till he made an attempt to speak.

TEACHING HINTS

1. Use the target words frequently in conversation during

the activity. This way they will be fresh in the child's mind when you encourage him to say them.

2. Use short sentences. Aim for a maximum of four words.

3. Try not to ask 'What's this?' questions.

4. Try not to make the activity like a test.

RECORD-KEEPING

A day - sheet or a word-record would be useful.

MOVING ON

When the child does use a target word appropriately ...

... continue to give him opportunities to use it - this will ensure that it is really learned

... see if the word's range of meaning can be developed (p. 220)

... see if there are related words that can take its place as a target word (p. 223)

... look at the activities on connected speech (p. 235-248).

LESS DIFFICULT ACTIVITIES

If the child does not produce the target words, check that he understands them (p. 192-197).

If he does understand them but still does not speak the most likely reasons are that ...

... he sees no point in producing them

... the activity does not interest him

... the activity is too much like a formal lesson and makes him clam up.

Consider the following ...

... change the target words - there are plenty to choose from

... make the activity more like a game - see Teaching Hint 3

... say the word for him and ask him to repeat it, but do not labour the point.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing first words. Additional target words.

AIM

The child will use words whose sounds seem to attract him.

SUITABILITY

The activity is suitable for children who ...

- ... understand some words
- ... may have used words occasionally
- ... are at Stage 4 or 5 or our scheme for the development of communication (p. 22-25).

The activity is not suitable for children who ...

- ... have not been seen taking part in any make-believe play
- ... do not explore objects.

MATERIALS

None.

PROCEDURE

Note if the child reacts strongly, probably with amusement, to a word that you have said. Note the circumstances in which this happened. Repeat the word and see if he will imitate you. Add this word to your target list (p.182) and set up situations in which it is likely to be produced naturally (p. 198-213).

TEACHING HINTS

1. Do not worry if the child's articulation of new words is unclear at first.

2. Continue to give the child opportunities to rehearse his new words to make sure that they become established.

RECORD-KEEPING

Day-sheets or word-record sheets (p.288) will be better than a diary.

MOVING ON

Move on to new target words when existing ones are eventually produced. When the child can produce about

twenty words of his own accord, look at ...

... connected speech (p. 235-248)

... developing comprehension (p. 220-234).

LESS DIFFICULT ACTIVITIES

If the child does not produce the words you want, make sure that he understands what they mean (p. 192-197).

ACTIVITIES FOR DEVELOPING SPEECH

ACTIVITY

Producing first words. Talking about pictures.

AIM

The child will speak target words that he has learned to understand.

SUITABILITY

The activity is suitable for children who ...

... understand 'target words' (p. 179-191)

... use or imitate words occasionally

... understand quite a few words that they hear

... are at Stage 4 or 5 of our scheme for the development of communication (p. 22-25).

The activity is not suitable for children who ...

... show no sign of understanding spoken language.

MATERIALS

Pictures in which objects and events described by the target words appear. These would include: pictures of individual objects (actions or people); wall-posters in which a lot of activity is taking place (see Arnold, Galt and ESA catalogues).

PROCEDURE

Draw the child's attention to the picture and talk to him about it. Encourage any moves he makes to point out things, particularly if he tries to speak.

Then use the 'missing words' technique. Bring the child up to a point at which there is only one word which will complete a sentence correctly. Stop abruptly, and encourage any attempt he makes to supply the missing word.

TEACHING HINTS

1. Use short sentences - aim for a maximum of four words.

2. Use the target word while you are talking about the picture.

3. Make the activity as little like a test as possible. Face-to-face teaching across a table may not be much good, especially if your teaching materials are formal and uninteresting.

4. Avoid asking questions.

RECORD-KEEPING

Use a word-record (p.288).

MOVING ON

When the child does use a target word appropriately ...

... continue to give him opportunities to use it - this will ensure that it is really learned

... see if the word's range of meaning can be developed (p.220)

... see if there are related words that can take its place as a target word (p. 223)

... look at the activities on connected speech (p. 235-248).

LESS DIFFICULT ACTIVITIES

If the child does not produce the target words, check that he understands them (p.192-197).

Check also that the activity is not too formal, discouraging him from coming out of his shell. Scan the activities on p. 198-213 for ideas on how to make teaching less formal.

Try different target words, which may have a better chance of being produced.

ACTIVITIES FOR DEVELOPING SPEECH

ACTIVITY

Producing first words. Bogus information.

AIM

The child will notice that he has been given wrong information. The child will speak target words. to correct this.

SUITABILITY

The activity is suitable for children who ...

- ... understand 'target words' (p.179-191)
- ... use or imitate words occasionally
- ... understand quite a few words that they hear
- ... are at Stage 4 or 5 of our scheme for the development of communication (p. 22-25).

The activity is not suitable for children who ...

- ... show no sign of understanding spoken language.

MATERIALS

Pictures and models.

PROCEDURE

Make a game out of supplying the child with information that is blatantly wrong.

Use it to introduce humour and to catch attention, as the following examples will show:

Looking at a picture of a farmyard

'See the dog?' (a cow is what you point at).

Playing with soft toys

'Shoe for teddy's foot' (Put it on teddy's nose).

Class shop

'Beans, please' (Point to a bottle of milk).

Show that you are pleased if the child laughs or smiles. You may be luckier. He may say 'no' or point to the correct object. He may even give the correct word.

Encourage any attempt he makes to explain himself.

TEACHING HINTS

TEACHING HINTS

1. Do not over-use this technique in case you cause confusion.

2. Use short sentences. Aim for a maximum of four words.

3. Make the activity as little like a test as possible.

RECORD-KEEPING

Occasional notes in the child's diary may be sufficient. Alternatively, keep a day-sheet (p. 286) for bogus cues alone.

MOVING ON

If the child can spot your bogus cues, look at ...

... developing comprehension (p. 220-234)

... connected speech (p. 235-248).

LESS DIFFICULT ACTIVITIES

The activities for helping the child to produce target words (p.198-213) and to understand them (p.192-197) should be less difficult than this one.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

More advanced understanding of language. Development of existing words.

AIM

The child will develop a broader understanding of the words he knows already.

SUITABILITY

The activity is suitable for children who ...

... can talk

... understand a useful basic vocabulary

... have reached Stage 5 in our scheme for the development of communication (p. 24).

The activity is not suitable for children who ...

... can understand few words.

MATERIALS

See below.

PROCEDURE

Look at the child's word-record and select some words which can be understood in several ways. The following table gives examples.

TABLE 5

A basis for increased understanding

Word group	Example	Range of meanings and applications
Nouns and pronouns	milk	milk in a bottle milk in a tumbler coloured (flavoured) milk hot milk powdered milk in (and out of) a tin condensed milk in (and out of) a tin
	beans	a can of baked beans hot baked beans on a plate a can of green beans green beans growing outdoors and on Jack's beanstalk, in a picture
	mine	something that belongs to me and not to anyone else

Word Group	Example	Range of meanings and applications
	mine (con'd)	something that I use, though I cannot strictly say that it is my possession ('my school')
Actions	down	put your cup down jump down to the floor lie down sit down
	jump	jump down from a chair jump up from the floor jump across a space jump over the top of something
	come	come here here comes Mummy will you come too?
Modifiers	blue	blue sky blue eyes blue train navy blue
	fast	cars move fast children run fast (but not as fast as cars) dogs run fast (faster than children)
Social	bye-bye	I'll see you when I come out of hiding I'll see you after dinner-time I'll see you tomorrow

Write the words you have selected in a chart like Table 5. In the right-hand column, write down various useful applications of the words that you think the child will not know.

Use the activities you have tried at the 'understanding words' and 'first words' stages (p. 179-219) to help the child learn these meanings. Here are some examples using the word 'milk'.

Large pictures, full of activity Does the child know that a bottle of milk is called 'milk'? Does he know that milk in a tumbler is also called 'milk'?

Class shop Milk can be sold in bottles, in several types of cans, and in different sizes, colours and shapes of cartons.

Trap-door boxes (p. 196)
Will the child point out a can of condensed milk so that it can be dropped?

Puppets Sooty (with the child's hand inside) is asked to pick up the milk. Will he make the right choice when he has to choose between a tin of dried milk and a bottle of salad cream?

TEACHING HINTS

1. Make the activities as little like tests as possible.

2. Note the gaps in the child's understanding, and invent new teaching activities so that they can be filled.

RECORD-KEEPING

Notes kept in a diary should be sufficient, though a day-sheet (p. 286) could also be used.

MOVING ON

Continue to rehearse newly-understood words so that they are properly learned.

Look out for other words which the child may not understand as fully as might be useful to him.

Look also for ...

... new words to learn (p. 223-228)

... activities to help growth of concepts (p. 229-234).

LESS DIFFICULT ACTIVITIES

If the child has difficulty with this activity, make sure that he really does understand the word in some context (p. 192-197).

Try not to add too many new meanings too quickly.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

More advanced understanding of language. Selecting new words to teach.

AIM

The child will develop a broader understanding of the words he knows already.
The child will acquire a more extensive vocabulary, based on the words he knows already.

SUITABILITY

The activity is suitable for children who ...

- ... can talk
- ... understand quite a lot of words, but in a restricted way (owing to lack of experience)
- ... have reached Stage 4 or 5 of our scheme for the development of communication.

The activity is unsuitable for children who ...

- ... have only recently begun to understand words.

MATERIALS

See below.

PROCEDURE

Draw up a list of words which the child does say and sort them into groups like those in the table below.

Miss out the 'Words produced now' column if the child uses so many single words that it does not make sense to count them. Also, change the 'categories' that are listed if you can think of something better.

TABLE 6

A basis for vocabulary-building

Word type	Category	Words produced now	Possible target words
Nouns/ pronouns	names	me, mummy, daddy	names of friends, teachers
	body-parts	eye, nose	hair, teeth, ear
	clothing	shoe, sock	coat, belt, tie
	food	juice, cake	peas, beans, banana
	household goods	clock, bath	soap, sink, chair

Word type	Category	Words produced now	Possible target words
	house	door, bedroom	kitchen, bathroom, window
	toys	ball, book	gun, dolly, bubbles
	animals	bird, dog	worm, cat, fish
	garden & country	tree, swing	flower, chute, mud
	vehicles	car, bus	lorry, plane, bike
Actions	giving & receiving	want, gimme	give, need, please
	movement	down, come	run, walk, lie
	spectacle/ surprise	bang, gone	splash, look, hey!
Sociable words	giving & receiving	ta, no	yes, thank you, here y'are
	recognition	hello, bye-bye	what's that?, night-night, oh dear!
Modifiers	place	here	there, outside
	position	in	on, under
	state	hot	wet, dirty.

Teach these words to the child in the same kinds of way that are described between pages 179 and 219. Help the child to understand first of all (p. 179-197) then encourage him to speak.

TEACHING HINTS

See 'Teaching Hints' in the exercises between p. 179 and 219.

RECORD-KEEPING

Keep a word-record (p. 288) until the child can use about fifty different words.

MOVING ON

You will always be adding new words to the child's vocabulary. However, by this stage, the child will probably be using connected speech (if not, see p. 235-248) and his growth of concepts (p. 220-234) will be improving. Begin to look beyond the Early Communicative Skills ideas to the list on p. 13-14 of the introductory section. This will give you sources of ideas for helping the child to develop further.

LESS DIFFICULT ACTIVITIES

This activity will probably be too difficult for children who have just begun to understand language. The first activities for introducing target words (p. 179-191) will be more suitable.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

More advanced understanding of language. Development of attention and memory.

AIM

The child will retain increasing amounts of information on which he can be expected to act.

SUITABILITY

The activity is suitable for children who ...

... can follow simple verbal directions such as 'Close the door', 'Bring me the doll', etc.,

... are at about Stage 5 of our scheme for the development of communication (p. 24).

The activity is not suitable for children who ...

... do not understand spoken language.

MATERIALS

See below.

PROCEDURE

Make a note of the most complex instructions that the child can usually follow without you having to help him by pointing or by miming.

Using this as your starting point, gradually increase the amount of information you give him. For example, you might ask him to fetch two things instead of one, or to carry out two actions in order.

Keep a note of progress and, when possible, increase the complexity further by asking the child to fetch a greater number of objects or to carry out a greater variety of actions.

If necessary, help the child in the early stages by pointing or miming, but gradually fade this help out.

Here are some examples which make use of familiar classroom equipment and activities.

1. Class Shop The child can act as shopkeeper and can be asked to bring two objects from the shelves rather than one. Later this can be increased to three or four.

2. Fetch and Carry In an easy version of the activity the child can be asked to bring two objects which are close together, and not very far away from him on the floor or table. Later the activity can be made more difficult by increasing their distance from him and from each other.

   When this becomes too easy the child can be asked to pick up a specific object from a collection (as would be found in a toy-box or cupboard). Also, he could be sent to different rooms to fetch things which are there.

3. Dressing Dolls Use either a cardboard doll with cut-out clothes or a plastic doll with 'real' ones. Tell the child to dress the doll with two specific items of clothing.

   Does he choose the correct ones? If this is too easy, ask him to dress it with three (or more) specific items.

4. Waiter Service Cut out pictures of various food dishes and mount them on card. Alternatively, make plaster models of various foods.

   You are a customer in a restaurant, the child is the waiter or waitress. The imitation food is laid out on a table. Give the child an order for two items which he must go to the table and select, and then bring them back to you on a tray. Three or four things can be asked for later.

   This game can be played by a group of children. In that case you may have to help some of the other customers to make their selections.

TEACHING HINTS

1. Do not hold back from pointing, gesturing or miming when you give instructions to the child. After all, these actions are a normal feature of real communication. However, make a note that you are using them.

   Do not give this sort of help when you want to discover what words the child can understand and how much information he can hold.

2. Remember that your eye-movements can fulfil the same purpose as pointing with your finger. Guard against incautious movements when you are testing to discover how much the child has understood.

RECORD-KEEPING

Keep notes in a diary or day-sheet (p. 286).

MOVING ON

Being able to pick up three or four items in the 'Waiter Service' game is near the limit of communication covered by this manual. Check to see if there are ...

... any of the more advanced comprehension activities which he still does not perform too well (p. 220-234)

... activities for developing his production of speech (p. 235-248).

See page 13 of the introductory section for direction on development of communication at more advanced levels.

LESS DIFFICULT ACTIVITIES

If the child is not able to carry out this activity, check that he understands the main words in your directions (p. 192-197). They may have to be taught as target words (p. 179-191).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

More advanced understanding of language. Learning the names of attributes.

AIM

The child will learn to understand words which describe objects and events.

SUITABILITY

The activity is suitable for children who ...

- ... can talk
- ... understand a useful basic vocabulary
- ... have reached Stage 5 of our scheme for the development of communication (p. 24).

The activity is not suitable for children who ...

- ... can understand few words.

MATERIALS

See below.

PROCEDURE

The Table below lists some of the words young children use to put objects, people and events into categories.

TABLE 7

Early descriptive vocabulary

Category	Examples
colour	red, blue, green, yellow, white, black
size	big
intensity	hot, loud, noisy
shape	round, long
quantity	more, a lot, one (or 'a ... object/ name')
equality	same
value	bad, good, nice, dirty

Draw up a similar Table for each child you are working with.

Fill in the right-hand side of the Table with the descriptive words the child uses.

Now add new descriptive words which would be useful for the child to learn.

Teach these new words in the same kinds of way that are described between pages 179and 219. Help the child to understand first of all (p.179-197),then encourage him to speak (p.198-219).

TEACHING HINTS

1. Use the relevant 'Teaching Hints' between pages 179and 219.

2. Do not try to teach too much too quickly. For example, do not teach several colour names at the same time. Establish one, then add another.

3. Be careful about teaching pairs of opposites at the same time. 'Big' and 'small' are obviously opposite to adults. However, this is not at all obvious to children who are just beginning to speak and understand language.

   The child will probably learn the more striking member of a pair of opposites first of all (i.e. he will probably understand 'big' and 'loud' before he learns 'small' and 'quiet'). This cannot be guaranteed, of course, but you can keep it in mind when planning out work.

4. Look at the very formal method of teaching the child to understand attributes (p.232) if he is not succeeding with other methods.

RECORD-KEEPING

Use a word-record (p. 288).

MOVING ON

You will always be adding new words to the child's vocabulary. However, by this stage, the child will probably be using connected

speech (if not, see p.235-248) and his growth of concepts (p.220-234) will be improving. Begin to look beyond the Early Communicative Skills ideas to the list on p. 13 of the introductory section. This will give you sources of ideas for helping the child to develop further.

LESS DIFFICULT ACTIVITIES

This activity will probably be too difficult for children who have just begun to understand language. The first activities for introducing target words (p.179-191) will be more suitable.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

More advanced understanding of language. A systematic technique for teaching the names of adjectives.

AIM

The child will learn to associate the sound of a word with an attribute such as colour, size or shape.

SUITABILITY

The activity is suitable for children who ...

- ... understand twenty to fifty single words
- ... understand connected speech but are slow to learn attribute-names
- ... have reached Stage 4 or 5 of our scheme for the development of communication (p. 22).

The activity is not suitable for children who ...

- ... do not understand speech
- ... understand only very few words, such as common nouns and simple actions.

MATERIALS

The choice of materials will depend on the words you want the child to learn. The example below uses Unifix Cubes.

PROCEDURE

This is a highly-structured approach which you may dislike because it differs so much from the more game-like activities in the rest of the manual. However, there may be times when you feel that 'normal' methods are not working, and in those cases the method below should be worth trying.

In the specific example which follows, a plan is provided for teaching a child the colour-name 'blue'. In the example, 'A' stands for 'Adult' and 'C' stands for 'Child'.

1. Place one blue Unifix on the table.
   A says 'Give me blue'. Praise the child if he carries out the action, but help him if necessary. (You are assuming that C understands 'Give me').
   Move on after eight out of ten correct attempts.

2. Place one blue Unifix on the table. Just outwith C's reach is a pile of white Unifix. A says 'Give me blue'; praise for correct response. Move on after eight out of ten correct attempts.

3. Place one blue Unifix on the table; the white Unifix are now placed within C's reach. Question, praise and move on as before.

4. As Step 3, only this time the white Unifix are just a few centimetres apart from the single blue one.

5. As Step 4, but this time the blue Unifix is close beside the white ones.

6. As Step 5, but this time the blue Unifix is among the white ones.

7. Place one blue Unifix on its own in front of 'C'. Just within C's reach is a pile of Unifix which are all blue bar one which is white. A says 'Give me blue'.

   (a) If C gives A the white Unifix from the pile more than twice out of the ten attempts go back to step 1, then return to step 7.

   (b) If C gives A the single blue Unifix eight times out of ten, go on to step 8.

   (c) If C gives A a blue Unifix from the pile eight times out of ten, the exercise is complete. A is now ready to work out new exercises in which C will have the chance to demonstrate what is meant by blue.

8. As Step 7, only this time the single blue Unifix and the (blue plus one white) pile are only a few centimetres apart.

9. As Step 8, only this time the single blue and the (blue plus one white) pile are side by side.

10. As Step 9, only this time there is no single blue cube, just a pile of blue Unifix to which has been added a single white one.

TEACHING HINTS

1. Lengthen or shorten the above plan according to the needs of the child you are working with. There are no hard and fast rules of procedure.

2. Support this teaching with more informal techniques (see p.229) which will support this formal procedure in bringing the attribute-names to the child's attention.

RECORD KEEPING

Chart progress in a day-sheet (p. 286) or an attempts-record (p. 291).

MOVING ON

If you have some success with this technique, try it with different kinds of attributes, for example, 'big' or 'round'.

LESS DIFFICULT ACTIVITIES

If the child has difficulty in this activity, try less formal activities for teaching comprehension of adjectives (p. 189) - the game-like atmosphere may suit some children much more than a formal technique.

Work also at building up understanding of nouns and action-words (p. 179-188) as they may be easier to understand than adjectives.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing more advanced language. Two-word directions.

AIM

The child will produce two-word sentences to direct the activity of other people.

SUITABILITY

The activity is suitable for children who ...

... speak twenty or more single words, but have not been heard using connected speech

... seem ready for work at Stage 5 (p. 24) of our scheme for the development of communication.

The activity is not suitable for children who ...

... do not speak.

MATERIALS

An activity mat may be useful.

PROCEDURE

Select a few action words which the child has been taught or has been heard to use spontaneously. If possible, pick words which can be acted out, such as 'on', 'down', 'sit', 'up', 'jump' or 'run'.

Also select any words which you think the child may be able to copy with very little effort.

Make up a game of imitation in which you say the words and then act them out. Encourage the child to join in the action, but do not worry if he does not produce the action word. Of course, praise any attempt the child makes to produce words of his own accord.

Next, have the child carry out the action in response to your command. Combine the child's name with an action word (e.g., 'Anne, down', 'Joe, jump') and if necessary help the child to carry out the action.

Now decide what is to be the purpose of the child's two-word directions. Expressing words and expressing commands are two purposes which are not too difficult to draw out. Here are examples of each:

Expressing Words Hold the child's hands and say (for example) 'Donnie, say, "Donnie, jump"'. If you hear any attempt at (in this case) three syllables, respond by helping Donnie to jump up. As confidence grows, prevent the child from jumping (in this case) until his attempts at speech become more and more like the words you want him to say. Help him to make better efforts by exaggerating your own mouth movements and by making sure that he can see them.

If you have access to a speech therapist, check to discover if any specialised help would bring more rapid results.

Expressing Commands Your aim is to make the child give a command to one of the other children or to an adult. For example, "Donnie, jump" would mean that the child was telling Donnie to jump, and "Anne, down" would mean that Anne had to fall down to the floor.

Encourage any reasonable attempt by making sure that the command is carried out. As before, be lenient with the early attempts, but try to make him speak more clearly as his confidence increases.

Children seem to like this activity because of the power it gives them over people.

TEACHING HINTS

1. Do not try to introduce too many action words into a single activity too early. One may be quite enough until the child has got into the habit of using connected speech.

2. If possible, use two adults in the activities. One helps the child give the directions and the other carries them out.

3. Use as few words as possible when you speak to the child. This will make your directions less confusing.

4. Let the child use a shortened version of your own name when you are the person he is directing. Some people are quite happy for their Christian names to be used.

RECORD-KEEPING

Word-records or day-sheets would be suitable.

MOVING ON

When the child is able to produce connected speech during teaching look for real-life opportunities in which the skill can be put to use. Look at pages 240-248.

LESS DIFFICULT ACTIVITIES

If the child does not produce two-word directions, build up his ability to give single-word directions (p. 202-209).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing more advanced language. Words for making things happen.

AIM

The child will use connected speech to give directions; these will make interesting events occur.

SUITABILITY

The activity is suitable for children who ...

- ... can speak about twenty single words
- ... have occasionally produced connected speech
- ... are ready for work at Stage 5 (p. 24) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not understand speech
- ... have only just begun to produce single words.

MATERIALS

'Down-box' (See page 206).
'Goodbye-Hello Box' (See page 206).
Small toys to drop into the boxes (e.g. cars, balls, bricks).

PROCEDURE

Down-box

Play with the child to let him see how objects can roll down into the box and then re-appear at the exit.

Then introduce your 'target' two-word sentence. 'Car, down!' or 'Car, go!' would be suitable if you intended to jettison a car. Encourage any attempt the child makes to give the directions of his own accord.

If he does not say anything, be more direct. Tell him, 'You say "car, down!"' Encourage any good attempt by letting him push the car down into the box.

Do not worry too much about the quality of his speech until he has got into the habit of producing two syllables. Later, you can prevent him from pushing until you hear clearer pronunciations.

Goodbye-Hello Box

The procedure is basically very similar to that which you would use with the 'Down-Box' though you would probably use a different set of action words.

Place a doll (for example) on the upper shutter. Say 'Bye-Bye dolly' and drop it into the box. Say 'Hello, dolly' and make it appear again. Encourage any attempts the child makes to join in.

If the child does not join in of his own accord, tell him to say the target sentence. Reward any attempt immediately by letting the doll drop.

TEACHING HINTS

1. This type of activity can be adapted easily for use with any other action toys. Clockwork cars, the Pop-up toy and a Jack-in-the-Box have possibilities for a range of action words.

2. If necessary, draw the child's attention to your mouth when you are speaking the target sentence for him. This may help him imitate the correct mouth-shape and produce clearer words.

3. When working with children with very poor concentration, leave the lower shutter of the Goodbye-Hello Box open. This way, the toy reappears almost immediately.

RECORD-KEEPING

A day-sheet or word-record (p.288) will be suitable.

MOVING ON

This activity is near the top of the range covered by the Early Communicative Skills Project manual. Look at the activities for developing flexibility of speech (p.240-248). If they are too easy, consult the introductory section, p. 13, for sources of ideas at more advanced levels.

LESS DIFFICULT ACTIVITIES

If the child does not produce connected speech, give him more practice with single-word directions (p.202).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing more advanced language. Group activities.

AIM

The child will use connected speech to express needs and to give information.

SUITABILITY

The activities are suitable for children who ...

- ... can speak about twenty single words
- ... occasionally use connected speech
- ... are at Stage 5 (p. 24) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not understand speech
- ... have only just begun to speak single words.

MATERIALS

The choice depends on the activity - see below.

PROCEDURE

Select action words which can usefully be connected to a variety of nouns. See pages 183 and 224 for some examples.

Encourage the child to connect these action words to nouns (and other words) in everyday classroom activities. Here are some suggestions for developing connected speech during a baking lesson.

Baking

Use any opportunity to give the child examples of the kinds of sentence you want him to say. For example, you may well have to say 'Flour, please' or 'We need milk' in the course of the lesson.

Create circumstances which make it likely that the child will have to use speech. You could keep some of the ingredients out of sight. Or, you could ask directly, 'What do you need?'

Encourage any attempt the child makes to speak. Later on, do not hand over the item until you have heard two words. If the child does not do this of his own accord, try the following methods:-

(a) Turn his single-word reply into a short phrase. For example, if he says 'milk' you could say 'you want milk?' This way he will hear you using 'want' and 'milk' together. This may help him to use the two together in the future.

(b) Don't hand over what he wants till you have heard an attempt at connected speech.

Keep this method for children who are definitely able to use connected speech.

(c) Ask him to repeat what you want him to say. For example, 'You say, "want milk" (need milk, milk please")'.

At first encourage any attempt at connected speech, and hand over the thing he wants. Later, do not hand it over until the words become clearer.

Follow a similar procedure with these activities too.

Shopping

Use visits to real shops (or to a make-believe shop in the class) in the same way as baking lessions to help produce connected speech. The different setting means that you will be able to use a different selection of words.

Unpacking the weekly shopping from a box at home is another useful activity. It lets the child hear the names of a wide range of objects. These words can be combined with many action words (e.g. 'here', 'please', 'give', 'out') to let him hear simple connected speech also.

Meals

Use a real-life meal-time to encourage the use of 'please', 'thank you', 'more', 'enough', etc. connected to other words.

Make-believe meals can be used to draw out two-word sentences such as 'Teddy eat' or 'Dolly drink'.

Bed-time

Parents or residential-care staff can help draw

out connected speech at the child's own bed-time. Action words such as 'wash', 'dry', 'clean', and 'off' can be combined with a wide range of nouns.

In day-schools, children can play at getting dolls and soft toys ready for bed.

TEACHING HINTS

1. Keep your verbal instructions quite short. This is especially important when you are saying something you want the child to copy.

2. Make sure the child likes an activity, and is familiar with it, before you use it to draw out connected speech. If possible, let the child take the lead in beginning the activity which you will use for developing speech.

3. Make a list of the names of any objects which the child seems not to know in the course of the activities. Make sure he has plenty of opportunities to hear them if you want him to learn them.

   Some words may need to be taught quite formally (p. 232).

4. Don't make activities too babyish. Respect the age of older children.

RECORD KEEPING

Occasional notes in a diary may be quite adequate. A day-sheet or word-record (p. 288) would be useful if you required more detailed records.

MOVING ON

These activities are at the top of the range covered by the Early Communicative Skills Project. When the child is able to use simple connected speech, look at p. 13 of the introductory section for sources of ideas for more advanced work.

LESS DIFFICULT ACTIVITIES

If the child does not produce language during these activities, check that he recognises the words you want him to produce - advice on teaching these appears on p. 179-197.

If necessary, help him to produce these words in more formal, individual work (p. 232).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing more advanced language. 'Yes' and 'No'.

AIM

The child will use 'yes' and 'no' appropriately.

SUITABILITY

The activity is suitable for children who ...

- ... can speak about twenty single words
- ... occasionally use connected speech
- ... have reached Stage 4 or 5 (p. 22-25) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not understand speech
- ... have only just begun to produce single words.

MATERIALS

Pictures of individual objects.
Posters in which many actions are taking place.
Model people, animals, vehicles, furniture, etc.

PROCEDURE

Using the pictures or models as examples, make up simple questions which require the answers 'yes' or 'no'. For instance, 'Is this a boy?'

If the child does not reply, give him the answer, emphasising the 'yes' or 'no' - '<u>Yes</u> it's a boy'; '<u>No</u>, it's a tree'. Nod or shake your head to make the point more strongly.

If this does not help, try giving the answer in a quiet voice as soon as you have said the question. E.g. 'Is this a boy? (Yes)'. Encourage any attempt the child makes to say 'Yes'/'No' or to nod/shake his head.

If the child succeeds with this kind of help, fade it out gradually by whispering, then by nodding/shaking only. Finally, no help will be necessary.

TEACHING HINTS

1. The child may not reply because you are asking him a question that is too easy. Use the advice in

'Procedure' to let him see that you want him to say 'yes' or 'no'. You are not simply testing his knowledge.

2. Many of the questions which have 'no' answers are bound to be silly. Make sure the child is in a relaxed happy mood before you ask these questions - if not, you may cause confusion.

3. Keep your questions short. Emphasise the important words.

RECORD-KEEPING

Use a day-sheet (p. 286) for noting progress.

MOVING ON

This activity is near the top of the range covered by the Early Communicative Skills Project. Look at the other activities for developing flexibility of speech (p. 240-248), when the child can answer 'yes' and 'no' appropriately.

Consult the introductory section p. 13, for sources of ideas at more advanced levels.

LESS DIFFICULT ACTIVITIES

If the child does not use 'yes' or 'no' in this activity try to draw out the words by asking him if he would like a drink or his coat or to go out or something along similar lines.

Shaking or nodding the head would be acceptable - see p. 157-165 for activities dealing with imitation.

'Yes' and 'no' could also be brought into games of make-believe (p. 171-178 and into more general class activities (p. 212, 240).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Producing more advanced language. Carrying messages.

AIM

The child will carry a spoken message from one adult to another.

SUITABILITY

The activity is suitable for children who ...

... speak short sentences

... have reached Stage 5 (p. 24) of our scheme for the development of communication.

The activity is not suitable for children who ...

... do not speak.

MATERIALS

None.

PROCEDURE

Make up a message of three or four words and ask the child to tell it to another adult.

At first the adult can be in the same room so that the message will be easier to remember. Later, messages can be carried to adults in other rooms.

For once, the child who echoes what you say to him may be at something of an advantage.

Example

Adult: Go to Mrs. Cook. Say 'Fifteen for dinner'.
Child: For dinner
Adult: Fifteen for dinner
Child: Fifteen for dinner
Adult: (Sends child to canteen).

TEACHING HINTS

1. Keep your instructions short. Emphasise the important words.

RECORD-KEEPING

Notes in a diary or day-sheet will be suitable.

MOVING ON

The child who can carry messages can probably tackle most activities in this manual.

Look at the introductory section (p. 13) for sources of ideas for work at more advanced levels.

LESS DIFFICULT ACTIVITIES

If the child is unable to carry out this activity make sure that he is able to produce connected speech (p. 235-239) or even that he is able to produce single words (p. 198-219). Make-believe activities (p. 171-179) might also be suitable for preparing the child for communication with other people.

ACTIVITIES FOR DEVELOPING COMPREHENSION

ACTIVITY

Producing more advanced language. Giving information.

AIM

The child will use his language to tell about things which have happened to him.

SUITABILITY

The activity is suitable for children who ...

- ... can speak about twenty single words
- ... sometimes use connected speech
- ... have reached Stage 4 or 5 (p. 22-25) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not understand speech
- ... have only just begun to produce single words.

MATERIALS

Photographs of family, pets and people at school. Other pictures and photographs which the child enjoys looking at.

PROCEDURE

Make up a few questions which require short answers of one or two words. For example, 'Who takes you to school?' or 'What would you like for dinner?'.

Try to find a time for a short session of this activity each day. Keep it short unless the child clearly wants to prolong it: you want him to enjoy speaking.

If you have a collection of photographs of his family, pets or the people at school there is a good chance that he will begin speaking of his own accord. Encourage this, and use it as a basis for more conversation.

Try the following technique if the child echoes your questions:-

Adult: Who takes you to school?
Child: School.
Adult: Mummy takes you?
Child: (Shakes head) *
Adult: Daddy takes you?
Child: (Nods head)
Adult: (Normal voice) Who takes you to school?

(Quiet voice) Daddy.
Child: Daddy.

* An echo of 'you' might well be given instead, but there's no harm in trying.

TEACHING HINTS

1. A Polaroid camera will help you collect fresh, personal pictures quickly.

2. Avoid questions leading to 'yes'/'no' answers unless you want to teach the child to use 'yes' and 'no' (see p.243).

3. Try not to ask too many questions to which you know the answers.

4. Keep as silent as possible once the child has begun to talk. Adults usually say far too much.

RECORD-KEEPING

Use a day-sheet (p.286) for formal notes or the child's diary for casual ones.

MOVING ON

This activity is near the top of the range covered by the Early Communicative Skills Project. Look at other activities for developing flexibility of speech (p.240-246).

Consult the introductory section, p. 13, for sources of ideas at more advanced levels.

LESS DIFFICULT ACTIVITIES

If this activity is too difficult, look at the activities which deal with the production of first words.(p.198-219)and early connected speech (p. 235-239).

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Alternatives to speech. Hand-signs.

AIM

The child will use sign-language to express himself.

SUITABILITY

The activity is suitable for children who ...

- ... understand language (or mime, if they are deaf)
- ... can imitate actions and gestures
- ... seem too shy or withdrawn to produce spoken language
- ... may be physically incapable of producing spoken language
- ... appear to have advanced beyond Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... are physically incapable of fine movement of their hands
- ... do not understand language.

MATERIALS

None

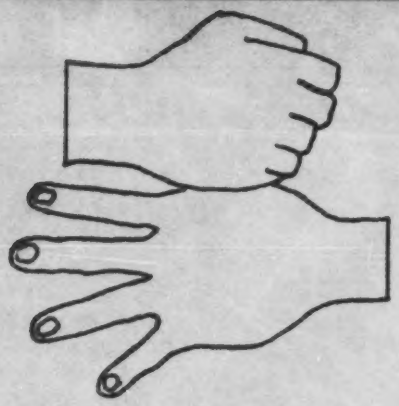
PROCEDURE

Obtain information about the signs used in a variety of systems such as Makaton and Paget-Gorman. Section 3 of 'Ways and Means' (see the Reference) provides a good introduction to this topic.

Alternatively, make up signs of your own which seem to be more appropriate for the child with whom you are working.

These signs are then used as 'target' words in activities such as those on p. 198-219).

The following technique was used to teach, the Paget-Gorman sign for 'orange' (see diagram) to a blind child. It can be greatly simplified, of course, when the child can see what you want him to imitate.



Paget-Gorman sign for 'orange'

1. Adult opened out child's left hand and helped child to grip left thumb with right hand.

   Adult held child's hands in position and said 'orange'. A small piece of orange was fed to the child to emphasise the message.

2. As Step 1, but this time the adult did not hold the child's hands when they were in position.

3. Adult opened child's left hand and brought the right across to the left thumb, but did not help child to grip. Adult said 'orange' (or 'Show me "orange"'), and praised the child if he completed the action. A small piece of orange was given as encouragement.

4. As Step 3, but this time the right hand was brought only as far as the left forefinger.

5. As Step 4, but this time the right hand was not brought as far as the left one.

6. As Step 5, but this time the right hand was merely touched - no help towards the left hand was given.

7. As Step 6, but this time the right hand was not touched.

8. As Step 7, but this time the left hand was merely touched, not opened out.

9. No physical help at all, just the instruction 'Show me "orange"'.

TEACHING HINTS

1. Always use spoken language along with your hand-signs. Aim to have the child reply by signs to your spoken language if at all possible.

2. Make sure all adults who know the child (at home and school) are familiar with his hand signs.

3. Encourage any attempt the child makes to replace his hand-signs with speech.

4. Avoid making hand-signing an exercise in itself. Eventually the child should use his hand-signs, not just recognise them. They will let him express needs, give directions and give information.

RECORD-KEEPING

Note progress in a word-record (p.288) when the child has begun to produce hand-signs spontaneously.

MOVING ON

Follow the 'Moving On' directions of the activities in which you are substituting signs for words.

LESS DIFFICULT ACTIVITIES

If the child has difficulty in making hand-signs, make sure that he can imitate sufficiently well. (p.157-165).

If he does not seem to understand that a hand-sign stands for a word, an action or an object, make sure that he really understands spoken words (p. 192-197).

REFERENCE

SOMERSET EDUCATION AUTHORITY (1978) Ways and Means Houndmills: Globe Education.

ACTIVITIES FOR DEVELOPING COMMUNICATION

ACTIVITY

Alternatives to speech. Visible symbols (other than hand-signs).

AIM

The child will use visible symbols to express his ideas.

SUITABILITY

The activity is suitable for children who ...

- ... understand language (or mime, if they are deaf)
- ... can imitate actions or gestures
- ... seem too shy or withdrawn to produce spoken language
- ... may be physically incapable of producing spoken language
- ... can recognise objects by sight (or touch, if they are blind)
- ... are physically incapable of fine movement of their hands
- ... appear to have advanced beyond Stage 3 (p. 20) of our scheme for the development of communication.

The activity is not suitable for children who ...

- ... do not understand language.

MATERIALS

The choice of materials depends on the symbol-system being used.

PROCEDURE

Obtain information about communication with visible symbols. Blissymbolics and 'Language without Words' are two examples. There is an introduction to Blissymbolics in 'Ways and Means' (p. 155-161). 'Language without Words' is a separate manual.

If necessary, make up your own system or an adaptation of one of the existing systems. In this way you may meet a child's needs more exactly. For example, raised Blissymbolics have been made by gumming string to cards, so that partially-sighted children could recognise them more easily. Also, the chips in 'Language without Words' can be made bigger than the original versions, and more like the objects they are meant to represent.

Use the signs as 'target' words in activities such as those on p. 179-191.

The very formal technique for teaching the names of attributes (see p.232) can be adapted for teaching the child to recognise the symbols, if you have any difficulty. For example, it can be used to teach the child to distinguish the target symbol from other symbols.

TEACHING HINTS

1. Adapt any technique which at first does not suit the needs of a particular child.

2. Make sure that all adults who know the child (at home and school) are familiar with the symbols he is using.

3. Encourage any attempt the child makes to replace his symbols with speech.

4. Eventually the child should use his symbols, not just recognise them. They will let him express needs, give directions and give information. Avoid prolonged use of symbols as a simple recognition exercise that has no purpose in communication.

RECORD-KEEPING

Keep notes in a diary, day-sheet (p.286) or word-record (p. 288).

MOVING ON

Follow the 'Moving On' directions of the activities in which you are substituting signs for words.

LESS DIFFICULT ACTIVITIES

If the child does not seem to understand that a symbol stands for a word, an action or an object, make sure that he really understands spoken words (p.192-197).

REFERENCES

DEICH, R.F. and HODGES, P.M. (1977) Language Without Words London: Souvenir Press.

SOMERSET EDUCATION AUTHORITY (1978) Ways and Means Houndmills: Globe Education.

EARLY COMMUNICATIVE SKILLS

Problems in the Development of Communication

PROBLEMS IN THE DEVELOPMENT OF COMMUNICATION

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PROBLEM

Children who do not appear to be conscious.

GENERAL INFORMATION ABOUT THE PROBLEM

"Consciousness" here is taken to mean awareness of one's own body and awareness that there is a world outside it. Without this very basic consciousness, communication cannot develop. Some of the most profoundly mentally-handicapped children appear to be asleep or in a coma much of the time. If they are in this state - unaware of their own body and unaware of the world round about them - there seems to be no point in making any educational provision for them. Therefore the aim for people working with children who have this degree of handicap is to discover how conscious the children really are, and how much their consciousness can be developed.

DEVELOPMENTAL STAGE

The development of the earliest levels of consciousness is dealt with in Stage 1 (p. 16) of our scheme for the development of communication.

Children who are aware of their surroundings or who show any deliberate behaviour are at least at Stage 2 (p. 18).

GENERAL ADVICE ON TEACHING

Obtain a comprehensive medical and physical report on the child to discover if there are any activities which might prove harmful to him.

Make up a scheme of activities which will stimulate all his senses.

INFORMATION ON TEACHING ACTIVITIES

Teaching activities concerned with stimulation of the senses can be found on p. 28-78.

"The Educational and Social Needs of Children with Severe Handicap" (Stevens, 1976) provides a lot of useful information about teaching activities for the most severely handicapped children.

RELATED PROBLEMS OF COMMUNICATION

Children who have difficulty in forming relationships (p. 276). Children who are not developing the early skills of thinking (p. 257-265).

REFERENCE

STEVENS, M. (1976) The Educational and Social Needs of Children with Severe Handicap London: Edward Arnold.

PROBLEM

Children who do not handle or play with objects.

GENERAL INFORMATION ON THE PROBLEM

If a child does not handle objects and play with them, he will learn very little about the world.

Indeed, the ways in which a child handles objects gives a good idea about his level of development even though he may be unable to speak. A young infant may do no more than take objects to his mouth. Later, he will begin exploring them with his eyes and with his hands. Later still, he will play with them in ways which he has learned by copying the actions of other people. Eventually, he is able to "handle" (or "make sense of") objects by giving them names.

DEVELOPMENTAL STAGE

The child's ability to handle objects develops throughout Stage 2 (p. 18) of our scheme for the development of communication.

GENERAL ADVICE ON TEACHING

Make sure the child has an interesting range of equipment and activities which will encourage him to make use of his existing skills and, thereby, develop new ones.

INFORMATION ON TEACHING ACTIVITIES

Teaching activities concerned with helping the child to develop more complex methods of handling objects appear on p. 89-110. "Let Me Play" (Jeffree, McConkey and Hewson, 1977) gives useful general advice on the development of the skills of thinking which appear before the child is able to speak.

RELATED PROBLEMS OF COMMUNICATION

Relating to people (p. 276)
Other problems in the development of the early skills of thinking (p. 258-265).

REFERENCE

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

PROBLEM

Children who lose interest in objects after they have been removed from view.

GENERAL INFORMATION ABOUT THE PROBLEM

It takes time to learn that objects are not out of mind even when they are out of sight. If the child does not learn this he will not learn to recognise objects or search for them.

Children who are very young developmentally may not realise that an object continues to exist when they can no longer see it, feel it, hear it, taste it or smell it. One of the first signs that they are learning that objects are "permanent" is when they begin to follow moving objects with their gaze. With blind children of course, evidence for learning would have to come from signs such as head movement, body movement or arm movement.

Knowing that objects are "permanent" is one aspect of the powers of thought which begins to develop before the child has begun to speak. As it develops, the child becomes increasingly more able to recognise and search for objects.

DEVELOPMENTAL STAGE

Knowing that objects are permanent is one of the skills of thinking which are mentioned at Stage 2 of the section dealing with development (p. 18).

It begins to develop at a very early developmental age - as soon as the child can look fixedly at an object held in the centre of his gaze. Later, his gaze will follow moving objects.

Blind children are unable to gaze at objects of course. However, they may show signs of knowing that objects are "permanent" by making searching movements with their hands or by moving towards objects which they want.

By the time that the child is searching actively for objects which are hidden it is likely that he will also have begun to understand some language and may even be producing a few words on his own.

GENERAL ADVICE ON TEACHING

Work should be carried out in a varied and interesting educational setting so that the child is encouraged to explore his surroundings.

INFORMATION ON TEACHING ACTIVITIES

Teaching activities concerned with the development of object permanence appear on pages 79-88.

"Let Me Play" by Jeffree, McConkey and Hewson (1977) is also a useful source of ideas.

RELATED PROBLEMS OF COMMUNICATION

Children who have difficulty in forming relationships with people (p.276)
Children who do not imitate (p. 265)
Other problems in the development of the early skills of thinking (p. 257, 260-264).

REFERENCE

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

PROBLEM

Children who show few signs of purposeful behaviour.

GENERAL INFORMATION ABOUT THE PROBLEM

Purposeful behaviour occurs when the child discovers that he can get what he wants and make things happen by his own efforts.

Hand-watching is a very early form of purposeful behaviour which can be seen in young infants.

Later on the child begins to explore around himself, especially with his hands. In time, this leads him to reach out and pick up things deliberately.

Finally, the child can be seen planning the moves which will let him carry out quite complex activities.

DEVELOPMENTAL STAGE

The child's purposeful behaviour begins with his earliest attempts to explore his own body and his surroundings. By the time he can speak the skill will be well developed.

It is one of the skills which appear at Stage 2 (p. 18) of our scheme for the development of communication.

GENERAL ADVICE ON TEACHING

Make sure that the child has an interesting range of equipment and materials on which to work.

Play with him, using the materials so that he has the best chance of being interested by them.

INFORMATION ON TEACHING ACTIVITIES

Teaching activities concerned with helping the child to develop purposeful behaviour can be found on p. 111-122.

"Let Me Play" (Jeffree, McConkey and Hewson, 1977) is a good general source of activities for children who are not yet talking.

RELATED PROBLEMS OF COMMUNICATION

Children who do not imitate (p. 265)
Imitation (p. 265)
Relating to people (p. 276)
Children who have difficulty forming relationships (p. 276).

REFERENCE

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

PROBLEM

Children who do not understand that there are reasons why events occur.

GENERAL INFORMATION ABOUT THE PROBLEM

Children have to learn that interesting sounds and movements do not happen by chance.

There are early signs that a young child has started to realise this when he begins to follow moving objects with his eyes, or when he turns his head in the direction of a sound. His understanding develops as he reaches for objects, and as he makes agitated movements as if to make some interesting event (such as water gushing from a tap) happen again after it has stopped.

Later, he will touch an adult's hand when he realises that she has made an event happen, and later still he will hand over a clockwork toy (for example) to the adult so that she will set it in motion again.

Finally the child will attempt to make the events happen by his own efforts. It does not matter if he is not successful - what is important is that he now knows that events can be made to happen.

DEVELOPMENTAL STAGE

The child begins to realise that events have causes soon after he becomes aware of his surroundings. This skill has grown considerably by the time the child has learned to understand and speak, and will be letting him solve simple problems about why things work.

It is one of the skills which appear at Stage 2 (p.18) of our scheme for the development of communication.

GENERAL ADVICE ON TEACHING

Make sure that the child has a range of interesting equipment and activities on which to work.

Play with him, using the materials so that he has the best chance to be interested by them.

INFORMATION ON TEACHING ACTIVITIES

Teaching activities aimed at developing the child's awareness by causality can be found on p. 123-132.

"Let Me Play" (Jeffree, McConkey and Hewson, 1977) is a good general source of activities for children who are not yet talking.

RELATED PROBLEMS OF COMMUNICATION

Other problems in the development of the early skills of thinking (p. 257-260, 263-265).
Children who have difficulty in forming relationships (p. 276).

REFERENCE

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

PROBLEM

Children who do not understand the importance of the positioning of objects.

GENERAL INFORMATION ABOUT THE PROBLEM

The child who has not learned that objects can occupy all sorts of positions in his surroundings will not be able to ...

... build a simple, mental 'map' of his surroundings

... explore his surroundings

... learn about how objects support, and can balance upon, each other

... learn that objects can fall.

Long before they have learned the words 'near', 'far', 'up', 'down', 'under', 'through', and so on, children have ...

... been near things and far away from them

... reached for things that are under other things

... seen things passing through other things

In short, they will eventually understand and use words concerned with the positioning of objects, because they have lived through experiences which make them real.

DEVELOPMENTAL STAGE

The child begins to learn about the importance of position as soon as he begins to explore his surroundings. It will continue to develop even after he has learned to speak and understand language.

It is one of the skills which appear at Stage 2 (p. 18) of our scheme for the development of communication.

GENERAL ADVICE ON TEACHING

Make sure that the child has an interesting range of materials and equipment on which to work.

Don't leave him unattended to 'teach' himself. Play with him, using the materials so that he has the best chance of becoming interested by them.

Give him every opportunity for physical activity which lets him find his way around his surroundings and for finding the objects in them. This can be especially important for blind children.

INFORMATION ON TEACHING ACTIVITIES

Teaching activities concerned with helping the child to become aware of the positioning of objects can be found on p. 133 - 142.

"Let Me Play" is a good source of general ideas for work with children who are not yet talking.

RELATED PROBLEMS OF COMMUNICATION

Other problems in the development of the early skills of thinking (p. 257-262)
Children who do not imitate (p. 265)
Children who have difficulty relating to people (p. 276).

REFERENCE

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

PROBLEM

Children who are unable to imitate the sounds or the actions of other people.

GENERAL INFORMATION ABOUT THE PROBLEM

A child who does not imitate the sounds and actions of other people is not getting practice in using the behaviour which will let him communicate of his own accord.

DEVELOPMENTAL STAGE

Imitation of actions and sounds usually appears before the child has learned to speak, and after he has begun to explore the world and play purposefully with objects.

The activity to imitate sounds and actions, and the ability to understand words often appear about the same time in a child's development. Imitation has very clearly developed by Stage 3 of our scheme for the development of communication.

GENERAL ADVICE ON TEACHING

Imitation of actions and sounds can be split into 'familiar' and 'unfamiliar' groups. 'Unfamiliar' actions and sounds are those which the child has not been known to produce. 'Familiar' actions and sounds are those which he has produced already.

Imitation of actions can further be split into 'visible actions' and 'invisible actions'. Hand-clapping is a visible action - the child can see himself carrying out the action he is copying. Patting the top of his head is an 'invisible' action as the child cannot see himself carry it out.

The distinctions between 'visible' and 'invisible', and between 'familiar' and 'unfamiliar' may help you when you are planning work for a child (p. 157-165).

If you teach a child to imitate words, do not assume that he understands them or will use them of his own accord.

You may not have to teach imitation at all. It can appear of its own accord as the child becomes interested in the world, explores it and manipulates it.

Look out for signs that the child has learned to overcome problems by himself by imitating the behaviour of other people .

INFORMATION ON TEACHING ACTIVITIES

Teaching activities concerned with imitation of actions appear on p. 157-165.

Teaching activities with imitation of vocalisations appear on p. 166-170.

RELATED PROBLEMS OF COMMUNICATION

Echolalia (p. 282)
Cocktail-party speech (p. 284).

PROBLEM

Children who do not take part in make-believe, imaginative play.

GENERAL INFORMATION ABOUT THE PROBLEM

Make-believe play enables the child to understand the world better. It lets him explore his ideas and feelings about objects and people without the objects and people actually being in front of him.

The child may play as if ...

- ... a toy were a real object (e.g. he makes car noises when he is pushing a toy car along the floor)
- ... something were there which is not really there at all (e.g. "drinking" from an empty cup)
- ... existing objects had a totally different form (e.g. a cardboard box becomes a bed, he points his fingers to make a gun)
- ... he were someone else (e.g. his mother or father, a policeman, etc.).

Make-believe play also shows that one object can take the place of another. This happens in language too: words take the place of objects and actions.

Failure to take part in make-believe play may be the result of unstimulating surroundings. It may also be the effect of very severe mental handicap - i.e. the child is not ready to pretend.

DEVELOPMENTAL STAGE

Imagination and make-believe grow out of imitation. The child plays with an object he has seen someone else playing with or using, and he carries out the same action. Therefore, look for make-believe play when the child is functioning at Stage 3 (p. 20) of our scheme for the development of communication.

The first sign of make-believe play may be the child pushing a toy car along the floor. He is certainly taking part in make-believe if he hugs or kisses some favourite soft toy. Round about this stage you would also expect him to understand quite a lot of words and also to be making his first attempts at speech.

Pretending that cardboard boxes are cars, or taking part in a lengthy sequence of play such as getting a doll ready for bed, will probably not occur until the child has begun to use connected speech.

GENERAL ADVICE ON TEACHING

If possible take the child's lead in playing make-believe games. By all means stimulate his imagination by showing

how objects and toys can be played with and used in different ways, but do not be so directive that he is discouraged from finding out their possibilities for himself.

Do not expect make-believe play to occur before the child can imitate the actions of other people.

INFORMATION ON TEACHING ACTIVITIES

Teaching activities concerned with make-believe appear on p.171-178. Other ideas for make-believe play can be found in "Let Me Play" (Jeffree, McConkey and Hewson, 1977) and "Step-Up Toys" (McConkey 1980). The "PIP Developmental Charts" (Jeffree and McConkey, 1976), p. 10 describe some stages in the development of make-believe play.

RELATED PROBLEMS OF COMMUNICATION

Children who do not imitate (p. 265)
Children who do not produce single words (p. 270)
Children who do not produce connected speech (p. 272).

REFERENCES

JEFFREE, D.M. and McCONKEY, R. (1976) PIP Developmental Charts Sevenoaks: Hodder and Stoughton Educational.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

McCONKEY, R. (1980) Step-Up Toys, Dublin: St. Michael's House (Now published as Let's Make Toys, by R. McConkey, and D.M. Jeffree, London: Souvenir Press, 1981).

PROBLEM

Children who do not understand language.

GENERAL INFORMATION ABOUT THE PROBLEM

A child who does not understand language can only make sense of the world by handling and watching the things in it. When the child can understand language, he is able to manipulate many more ideas, and share in the ideas of other people.

DEVELOPMENTAL STAGE

The most severely mentally-handicapped children (p. 16) do not understand language at all. However, as the child develops his thinking at the top of the range covered by Stage 2 (p. 18) of our scheme for the development of communication, you will notice that he understands the occasional word. He may turn his head when his name is mentioned, or he may look out of the window if his mother says 'Daddy's coming home'.

At Stage 3 (p. 20) the child clearly understands a lot of language. By this stage he will also be quite skilled at using the early skills of thinking (p. 257-264) and will probably be imitating the actions and sounds of people round about him.

Communication continues to develop as the child learns to speak single words and, later, to produce connected speech. At this stage comprehension is concerned with the learning of many new words and with developing deeper understanding of the words he understands already.

GENERAL ADVICE ON TEACHING

Use a 'target words' approach (p. 179-197) if the child is not picking up the meanings of words of his own accord. Use very short sentences or even single words when trying to draw the child's attention to specific words. This way, he is more likely to notice the words you want him to understand.

Make it easy for the child to connect the word you want him to learn with the action or object it stands for. It is easy to confuse a child who understands few words. Avoid asking too many questions. This makes teaching too formal and may discourage the child from becoming interested.

Comprehension is made easier in normal conversation by people's use of gesture, body-movement, tone of voice, and the direction of their gaze. Remember this lest you think that the child is understanding the words alone.

Later, the child has to learn that words have a wide range of meaning. For example, "milk" is not just what he drinks from a cup. It is also something delivered

in a bottle; it is produced by a cow; it can be dried granules; it will have thick texture if it comes from a can, and its flavour will vary depending on the can it has come from.

Comprehension is also affected by the grammar people use when they are talking. The order in which words appear in a sentence can make them more easy or more difficult to understand.

In general the best way to make words easy to understand is to use them in context and to use them for a purpose. If the child sees that he can get things done by producing words, this is powerful encouragement to keep using them and to produce more.

INFORMATION ON TEACHING ACTIVITIES

Teaching activities for developing the child's earliest comprehension of words appear on p.179-197.

More advanced activities appear on page 220-234.

The "First Words Language Programme" (Gillham, 1979) is a sound practical guide which deals entirely with the "target words" approach. "Let Me Speak" (Jeffree and McConkey, 1976) has good general advice on a wide range of language activities. "Step-up Toys" (McConkey, 1980) has good advice on the techniques of teaching comprehension.

RELATED PROBLEMS OF COMMUNICATION

Children who do not imitate (p. 265)

No production of single-word speech (p.270)

No production of connected speech (p.272)

REFERENCES

GILLHAM, Bill (1979) First Words Language Programme London: George Allen and Unwin.

JEFFREE, D.M. and McCONKEY, R. (1976) Let Me Speak London: Souvenir Press.

McCONKEY, R. (1980) Step-Up Toys, Dublin: St. Michael's House (Now published as Let's Make Toys, by R. McConkey and D.M. Jeffree, London: Souvenir Press, 1981).

PROBLEM

Children who do not produce single words.

GENERAL INFORMATION ABOUT THE PROBLEM

Some children do not speak because they are physically incapable of speech. A speech therapist or doctor will be able to advise you about this.

Other children may actually be speaking, yet the fact is not recognised. Remember that a word can be ...

- ... a recognisable "normal" word such as Mum, car or juice
- ... a "baby" word such as doggy, burny (for "hot")
- ... a distortion of a normal word, e.g. "Kal-eye - kaloo" for "kangaroo"
- ... a word that the child appears to have made up completely by himself, but which is nearly always used in the same circumstances
- ... a hand-sign or other gesture (either self-invented or from one of the standard sign-languages)
- ... consistent pointing to a visual symbol (such as a Blissymbolic) especially if the child is unlikely to be able to utter speech.

Some children do not speak because they are very withdrawn (see p.274) but others do not speak because people round about them do the talking for them (see the activities section p.198-219 for some ideas).

Finally, a child will not talk if speech is beyond his developmental level (see below).

DEVELOPMENTAL STAGE

The child's first words appear after he has begun to understand the language of the people around him.

The development of understanding and production of first words is covered by Stages 3 and 4 (p. 18-21) of our scheme for the development of communication.

GENERAL ADVICE ON TEACHING

If you have been encouraging the child to understand 'target' words (see p. 179-197) try to draw them out in spoken language (see p. 198-219). However, note that the first words a child may speak are not necessarily those which he has been taught to understand.

Encourage any attempt the child makes to use words of his own accord. Look out especially for words which he likes the sound of, as he may be interested in using them by himself.

Keep a note of words that the child has used. Details of record sheets are given on pages 286-293.

RELATED PROBLEMS OF COMMUNICATION

Echolalia (p.282)
Cocktail-party speech (p.284)
Problems in producing connected speech (p.272)

INFORMATION ON TEACHING ACTIVITIES

Teaching activities concerned with the production of first words appear on pages 198-219. See also ...

... "First Words Language Programme" (Gillham, 1979)

... "Let Me Speak" (Jeffree and McConkey, 1976)

... "Starting Off" (Kiernan, Jordan and Saunders, 1978)

... "Step-up Toys" (McConkey, 1980).

REFERENCES

GILLHAM, Bill (1979) First Words Language Programme London: Allen and Unwin.

JEFFREE, D.M. and McCONKEY, R. (1976) Let Me Speak London: Souvenir Press.

KIERNAN, C., JORDAN, R. and SAUNDERS, C. (1978) Starting Off London: Souvenir Press.

McCONKEY, R. (1980) Step-Up Toys , Dublin: St. Michael's House (Now published as Let's Make Toys, by R. McConkey and D.M. Jeffree, London: Souvenir Press, 1981).

PROBLEM

Children who use single words but not connected speech.

GENERAL INFORMATION ABOUT THE PROBLEM

A child who can produce between, say, twenty and fifty single words should be showing signs of wanting to combine two or more ideas in his speech or sign language.

Connected speech enables the child to carry out a much wider range of functions than is possible at the single-word stage. He can use connected speech to ...

... tell what he wants

... give directions and commands

... tell what he has seen happening

... carry messages from one person to another

... give information

As his confidence in speech increases he will also be able to use it to ...

... give yes/no answers

... develop his powers of reasoning

... put himself in other peoples' shoes and imagine how they feel about things

... use his imagination in a variety of ways.

Some people find it helpful to make a difference between two-word utterances and first sentences proper.

An example of a two-word utterance would be "my mum", as it would be difficult to say with certainty that the child was really making any difference between "mum" and "my mum". Another example occurs when the child gives a list of object names (such as "man, dog, boy") when looking at a picture - several objects may be named, but this is not a sentence as the child is not making any connection among them. Still more examples appear when the child repeats a word, or when he joins a real word to some apparently meaningless sound.

In first sentences proper, the connection of ideas is much clearer. In this case the most common examples are action words combined with the names of objects or people. "Want juice" or "Daddy jump" would be two examples.

The distinction between two-word "utterances" and "sentences" may be helpful when you are planning teaching activities for a child. However, the variation among children is so great that it is not sensible to make any specific recommendation.

DEVELOPMENTAL STAGE

Connected speech does not usually appear until the child has spoken single words. However, two (or more) - word phrases may appear among the child's earliest words.

Connected speech appears at Stage 5 (p. 24) of our scheme for the development of communication.

GENERAL ADVICE ON TEACHING

Aim for the child to put his spoken language to as many different purposes as possible. See the General Information section (above) for some ideas about what these purposes might be. This aim will be easier to meet if the school has varied stimulating selections of activities available for the children.

When a child has begun to talk, limit your own speech to the bare minimum necessary to keep him talking of his own accord.

RELATED PROBLEMS OF COMMUNICATION

Echolalia (p.282)
Cocktail-party speech (p.284)
No production of single-word speech (p. 270).

INFORMATION ON TEACHING ACTIVITIES

Teaching activities concerned with the production of connected speech appear on pages 235-248. Look also at "Let Me Speak" (Jeffree and McConkey, 1976) and "Let Me Play" (Jeffree, McConkey and Hewson, 1977, pages 171 to 242).

For more detailed information on the functions of early language, look at "Learning How to Mean" (Halliday, 1975) and "Teaching Language and Communication to the Mentally Handicapped" (Leeming, Swann, Coupe and Mittler, 1979).

REFERENCES

HALLIDAY, M.A.K. (1975) Learning How to Mean London: Edward Arnold.

JEFFREE, D.M. and McCONKEY (1976) Let Me Speak London: Souvenir Press.

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Let Me Play London: Souvenir Press.

LEEMING, K., SWANN, W., COUPE, J., MITTLER, P. (1979) Teaching Language and Communication to the Mentally Handicapped London: Evans/Methuen Educational.

PROBLEM

Withdrawn children.

GENERAL INFORMATION ABOUT THE PROBLEM

Withdrawn children shut themselves away in their own private world. The most serious barrier to learning is their extreme difficulty in making contact with others, though many of them may also present additional problems. For example, some show compulsive, ritual behaviour such as ensuring that every brick in a tower is exactly in line with the ones beneath it. Other children fear change (e.g. change of room, clothes, food, activity). Still others will mutilate themselves by head-banging or eye-prodding.

DEVELOPMENTAL STAGE

Withdrawn behaviour is not confined to any specific developmental stage. Severely mentally-handicapped people may be withdrawn, but so also may highly intelligent ones.

It is often difficult to guess the stage at which a withdrawn person is really functioning. To help you do this, look at the way he handles objects (see p. 257), or look for evidence of make-believe play (see p. 266), or discover through your teaching how much language he can understand (see pages 192-197).

GENERAL ADVICE ON TEACHING

Do not try to "cure" the child's condition, but try to improve his level of functioning. First, make a note of any promising features in the child's behaviour which may help you make a start at teaching. The following ill-assorted list of "promising features" is drawn from experience ....

... a liking for oranges

... an understanding of adult speech

... the ability to read/"bark at print" (although spontaneous speech was hardly ever heard)

... being slightly less withdrawn in the presence of one particular person

... being more willing to produce sign-language than words. (Remember that sign-language is communication too - don't hold back from using it).

The following advice should also be useful:-

Get to know the child well by observing him closely. Make a note of any people, events or objects which seem to excite even the smallest amount of interest. Encourage the child to come out of his shell more

frequently. Do this by building on any efforts he makes of his own accord.

Withdrawal and self-mutilation may also be severe reactions to boredom. Look very honestly at the activities which are being provided for the child and question whether or not they are really likely to arouse interest. For example, has the same piece of equipment been presented to the child in the same way for many months? And would that piece of equipment be likely to interest a child who is not handicapped?

INFORMATION ON TEACHING ACTIVITIES

Use the "General Advice" (above) when working through any activity which suits the child's level of communication.

Betty Van Witsen (1977) gives good advice on the educational treatment of a wide range of withdrawn children.

RELATED PROBLEMS OF COMMUNICATION

Echolalia (p. 282) and impulsive behaviour (p. 280) sometimes appear in withdrawn children.

REFERENCE

VAN WITSEN, B. (1977) Teaching Children with Severe Behavior/Communication Disorders New York: Teachers College Press.

PROBLEM

Children who have difficulty in forming relationships with people.

GENERAL INFORMATION ABOUT THE PROBLEM

The child's first social relationship is (usually) with his mother, who provides him with comfort and nourishment. Later, he learns that there are other people in his surroundings, and he learns to distinguish some of them - for example, he will hold out his hands to be lifted by people who are familiar to him. He will also play early cooperative games with them - for example, handing over objects that he has been holding in his hands.

Familiarity like this creates a good climate in which non-verbal communication and eventually verbal communication can take place. However, many children do not develop social relationships naturally and may be very severely withdrawn or very aggressive. This difficult behaviour can be a serious barrier to communication.

The child who does not form attachments and relationships will have difficulty in finding a place in the company of other people.

DEVELOPMENTAL STAGE

Social relationships continue to develop and change throughout life. Once the child has become aware of the world - that is, at and beyond Stage 2 (p. 18) of our scheme for the development of communication - he will be taking an active part in forming these relationships. However, at Stage 1 (p. 16) he will make no obvious attempt at forming relationships actively and will be dependent on the adults near him for providing the earliest relationships of contact and comfort.

GENERAL ADVICE ON TEACHING

Children who are very young developmentally (that is, at Stage 1) will require contact and comfort in the forms of being held and talked to.
For more advanced children, it will be better to let them make the first moves in forming relationships as these cannot be forced on the children. Providing interesting activities and interesting equipment in a friendly atmosphere will encourage the child to become active and explore. This will give adults the opportunity to help the children develop their play, and create opportunities

in which communication can take place.

The general rules of "create interesting surroundings" and "look out for the child's attempt to cooperate" also apply when working with withdrawn and aggressive children, though progress in forming relationships will be likely to be very slow.

INFORMATION ON TEACHING ACTIVITIES

No specific advice on forming relationships is given in the teaching activities (p.28-253) as we are assuming that all communication is about forming relationships.

"Teaching Children with Severe Behavior /Communication Disorders" (Van Witsen, 1977) gives useful information for work with children who are severely withdrawn or otherwise emotionally disturbed. Pages 57 - 112 of "Teaching the Handicapped Child" (Jeffree, McConkey and Hewson, 1977) give useful advice on creating a climate in which good teaching relationships are likely to develop.

RELATED PROBLEMS OF COMMUNICATION

Withdrawn children (p. 274).

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Teaching the Handicapped Child London: Souvenir Press.

VAN WITSEN, B. (1977) Teaching Children with Severe Behavior /Communication Disorders New York: Teachers College Press.

PROBLEM

Children who are overactive.

GENERAL INFORMATION ABOUT THE PROBLEM

Overactive children are always "on the go". They seem unable to keep their attention fixed on any activity for more than a second or two.

DEVELOPMENTAL STAGE

Overactivity is not confined to any one stage of development.

GENERAL ADVICE ON TEACHING

Individual work can be carried out in a quiet corner of the room or in a separate room where the child is less likely to be distracted.

Another way to channel the activity of an overactive child is to set him tasks at which he is likely to succeed fairly rapidly. Keep him working steadily all through the task - do not let him daydream or wander - and show him how pleased you are when he succeeds. Keep the lessons short, even as short as half-a-minute to begin with. Do not be in too much of a hurry to make them longer.

The overactive child may prefer lessons in which he has to do something with his hands, or in which he has to move about.

Check with the child's parents and other members of school staff to discover if there are any circumstances at home or school which might be altered to make him less overactive.

INFORMATION ON TEACHING ACTIVITIES

Use the "General Advice" (above) when working through any activity which suits the child's level of communication.

RELATED PROBLEMS OF COMMUNICATION

Children who are easily distracted (p.279)
Children who behave impulsively (p.280).

PROBLEM

Children who are easily distracted.

GENERAL INFORMATION ABOUT THE PROBLEM

Children who are easily distracted have difficulty in keeping their attention focussed on an activity. It is diverted by every passing movement, sound or sensation, even when these would go unnoticed by normal children. The sight of someone passing by the window or the sound of a crayon falling on the floor are two examples of events which should normally pass unnoticed as part of the background, but which might easily draw the attention of a distractible child.

DEVELOPMENTAL STAGE

Distractibility is not confined to any particular stage in a person's development. It may appear in very young children, hindering them from paying sufficient attention to events going on round about them. It may also appear in older children preventing them from paying attention to the tasks of normal class work.

GENERAL ADVICE ON TEACHING

You will often be able to catch a distractible child's attention by using brightly-coloured instructional materials, or materials which make a clear distinctive sound. These should be produced at the time of teaching only, so that the child's interest can be sustained over a period of time. However, you are also likely to hold the child's attention if the teaching activity lasts for a very short time to begin with, and if the child experiences success fairly often (even if you have to help him).

INFORMATION ON TEACHING ACTIVITIES

Use the "General Advice" (above) when working through any teaching activity which suits the child's level of communication.

RELATED PROBLEMS OF COMMUNICATION

Impulsive behaviour (p.280)
Children who keep repeating a word or action (p. 281)
Overactivity (p.278).

PROBLEM

Children who behave impulsively.

GENERAL INFORMATION ABOUT THE PROBLEM

The child who acts impulsively seems to be driven into activity for activity's sake. His behaviour seems to make little sense and is not directed at any purpose. For example, he may turn objects upside-down on a table, he may knock things over or throw them, or he may haul objects down from your shelves.

DEVELOPMENTAL STAGE

Impulsivity is not confined to any particular stage of development. Any mobile child, irrespective of his degree of mental handicap may act impulsively.

GENERAL ADVICE ON TEACHING

A two-pronged attack can be useful.

First, gather together a collection of material which the child is likely to play with purposely when he is not taking part in any individual or group activity. Posting-boxes, stacking-cups, sorting-trays, crayons and modelling-dough could all be useful. However, do not simply leave them around the room in the hope that the child will begin playing with them of his own accord. Show him how to play with them first of all. Bring them to him to play with at the start of a period of free time.

The second line of attack is to limit the child's opportunity for impulsive activity. Difficult-to-open cupboards and high shelves could be useful for storing teaching materials which are not in use, so that they are not available for him to respond to. Getting him used to the idea that free time should be spent in specific parts of the room may help to prevent him upsetting work being done by other children.

INFORMATION ON TEACHING ACTIVITIES

Use the "General Advice" when working through any activity which suits the child's level of communication.

RELATED PROBLEMS OF COMMUNICATION

Distractibility (p.279).

PROBLEM

Children who keep repeating a word or action after it has served its purpose for them.

GENERAL INFORMATION ABOUT THE PROBLEM

This type of problem is called 'perseveration'.

Perseverative children have difficulty in shifting their attention to new activities, or in changing from behaviour which is no longer appropriate. They persist in repeating the same meaningless words, phrases or actions like a gramophone needle stuck in a groove.

DEVELOPMENTAL STAGE

Perserveration is not confined to any specific developmental stage. Severely handicapped, non-verbal children may have the problem, but so may children of perfectly normal intelligence.

GENERAL ADVICE ON TEACHING

When the child has to make a different kind of reply, or when he has to change to a new teaching activity, these changes can be emphasised by using quite different teaching materials. For example, you might decide that the materials for a new activity should differ in size, texture, colour or sound from those which were used in the one which went before it.

You could also try moving the child to a different part of the room for the new activity, to break any associations of part of the room with one particular type of behaviour.

INFORMATION ON TEACHING ACTIVITIES

Use the "General Advice" (above) when working through any activity which suits the child's level of communication.

RELATED PROBLEMS OF COMMUNICATION

Impulsive behaviour (p.280)

PROBLEM

Echolalia
Also called "echoic speech" or "echoed speech".

GENERAL INFORMATION ABOUT THE PROBLEM

In its most common form, echolalia is the child's echoing of speech which has just been directed at him by another person. Frequently the echo consists of only the last few syllables of what the other person has said, though all phrases (such as questions) may also be echoed.

An echolalic person seems to echo more when he is spoken to face-to-face than when other people do not look him straight in the eye or when their faces cannot be seen.

Other forms of echoed speech which you may come across are:

... the echoing of instructions which have been given to the child in days or weeks past - the child may sound as if he is giving a running commentary on what he is doing

... the repetition of songs and poems - sometimes these can be produced by another person asking for them, but they may also be produced for no apparent reason.

Echolalia is imitation gone wrong, though presumably the child finds some reward or reassurance in it.

However, the echoing of poems or songs could be put to good use, for example, by letting the child perform occasionally in front of the children or members of staff. The ability to echo words may also help a child to carry verbal messages from one person to another.

DEVELOPMENTAL STAGE

Echolalia is a disorder of imitation, therefore it will not appear before Stage 3 (p. 20) of our scheme for the development of communication. In fact, it is most likely to be found in children who are capable of communication at Stage 5 (p. 24), even though their output of original speech casts some doubt on this.

GENERAL ADVICE ON TEACHING

Pay no attention to the child's echoed speech; act only on speech which he produces of his own accord.

Echolalia may sometimes be the result of boredom and unstimulating surroundings at home or school. Check to see that the child is being presented with activities which are really likely to arouse interest. Has he been working with the same piece of equipment in the same way for many months? Would that equipment be likely to interest a child who is not handicapped?

INFORMATION ON TEACHING ACTIVITIES

Activities which have been used successfully with echolalic children can be found on pages 200, 240 - 248. A very formal technique for decreasing echolalia is described in chapter 8 of "Operant Procedures in Remedial Speech and Language Training" (Sloane and MacAulay, 1968).

RELATED PROBLEMS OF COMMUNICATION

Cocktail-party speech (p.284)
No production of single-word speech (p. 270)
Problems in producing connected speech (p.272).

REFERENCE

SLOANE, H.N., and MACAULAY, B.D. (1968) Operant Procedures in Remedial Speech and Language Training Boston: Houghton Mifflin.

PROBLEM

Cocktail-party speech; also known as 'phatic speech'.

GENERAL INFORMATION ABOUT THE PROBLEM

Cocktail-party speech is well-spoken connected speech which sounds very polite and very wise but is almost meaningless.

The child who uses this type of speech is probably a clever mimic who is copying the vocabulary and style of speech of adults he knows. The politeness of his speech will gain him attention and the approval of adults even though it contains next to no information at all.

This emptiness of understanding is easly demonstrated by asking the child questions about what he has been saying. He may latch on to one word in your question and proceed to build a new little speech round that, but you would not mistake this for a genuine conversation.

DEVELOPMENTAL STAGE

Because it is connected speech, cocktail-party speech would be covered by Stage 5 (p. 24) of our scheme for the development of communication.

GENERAL ADVICE ON TEACHING

Look at the functions of connected speech described on page 272. Note any of these on which the child is poor at communicating, and direct your teaching at including them.

Encourage the child to express his ideas clearly, even if that means going back to one- or two-word answers.

INFORMATION ON TEACHING ACTIVITIES

Look at teaching activities concerned with increasing the understanding of language (p. 179-197), and activities for developing the child's use of language (p. 240-248). Pages 13-14 list sources of more advanced activities.

RELATED PROBLEMS OF COMMUNICATION

Echolalia (p. 282)
Problems in producing connected speech (p. 272).

EARLY COMMUNICATIVE SKILLS

Record-Keeping

Index

RECORD KEEPING

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RECORD-KEEPING

TYPE OF RECORD

Day-sheet

PURPOSE

The day-sheet is a general-purpose daily record-of-work. It can be used instead of the child's individual diary, or it can be used to supplement the diary.

One sheet (or collection of sheets) can be set aside for recording the child's progress through a single activity.

Alternatively, all activities which the child undertakes can be recorded one after the other on a single collection of sheets.

METHOD OF USE

Copy the day-sheet on the following page, or design one of your own.

Note the date and a short title for the activity in the first two columns. Use the third column to make remarks about the child's progress, or about any alterations to an activity which you decide to make.

File the day-sheets in the child's record-folder.

DAY-SHEET

Child's Name .....

Date	Activity	Comments

RECORD-KEEPING

TYPE OF RECORD

Word-Record.

PURPOSE

Word-records are used to note when a child produces a new word or phrase. They can also be used to record progress in learning hand-signs or other nonverbal sorts of communication.

METHOD OF USE

Copy either of the word-records on the two following pages. Or, design one which is better suited to your own needs.

Note the appearance of any words which the child has not said before. 'Target words ' (p. 179-191) and words which the child has produced of his own accord should all be recorded.

Compare notes with the child's parents who should be encouraged to keep a word-record of their own.

Display word-records on the wall of the room if this will help during teaching.

File copies of the charts in the child's record folder.

Stop recording new single words when there are approximately fifty in the word-record. Make a note of new phrases instead. Or, stop this type of recording altogether if the child is now speaking in phrases very frequently.

WORD-RECORD

Child's Name .....

Date when first heard	Word or phrase used	Person (if any) to whom the word was spoken	What was happening at the time?	What do you think he/she was trying to say?	Dates when word or phrase was heard again

WORD-RECORD

Child's Name .....

Date when first heard	Word or phrase used	Date when first heard	Word or phrase used

RECORD-KEEPING

TYPE OF RECORD

Record of attempts

PURPOSE

This chart is useful when you want to note how much progress a child is making on a certain activity.

The activity for testing the child's understanding of words is a good example. You may want to find if he can point correctly to a picture of a dog, say, eight times out of ten attempts. The 'record of attempts' lets you do this very easily.

METHOD OF USE

Copy the chart on p.293 or design one of your own. Other examples of charts can be found in the books referred to below.

Note the activity you are using, and the precise goal it is meant to lead to, at the top of the chart.

Do not record the date in every available box in the main body of the chart. One entry per lesson will be enough.

The 'score' boxes appear in groups of five. This makes it easier to keep track of how many times the activity has been carried out in any one lesson.

Score with a '+' or a '1' when the child succeeds with an attempt, and with a '0' when he does not.

Sometimes the child's attempts cannot be scored clearly as '+' or '0'. For example, he might deserve an in-between mark for an attempt at imitating a sound or action.
In these cases you could give him marks out of 2 or 4, for instance, instead of a '+' or '0'.
Here are two examples:

Marks out of 2

Score	Meaning
0	wrong
1	nearly correct
2	correct

Marks out of 4

Score	Meaning
0	no attempt
1	wrong attempt
2	poor attempt
3	good attempt
4	correct

Add any comments about the child, or about the

activity, in the spaces below the score-boxes.

File the charts in the child's record-folder.

REFERENCES

JEFFREE, D.M., McCONKEY, R. and HEWSON, S. (1977) Teaching the Handicapped Child London: Souvenir Press Ltd.

WATSON, L.S. Jnr. (1973) Child Behavior Modification Oxford: Pergamon Press Ltd.

NEISWORTH, J.T. and SMITH, R.M. (1973) Modifying Retarded Behavior Boston: Houghton Mifflin Co.

RECORD OF ATTEMPTS

Child's Name .....

Teaching Activity .....

Goal of the Activity .....

.....

Date(s)					
Score					

Comments:

Date(s)					
Score					

Comments:

Date(s)					
Score					

Comments:

Date(s)					
Score					

Comments:

Date(s)					
Score					

Comments:

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